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"MLabstracts," originally published four times a year from 1961 to 1966 was designed to help the foreign language teacher keep current with developments in his field by providing abstracts of relevant publications on the teaching of modern languages "from kindergarten to the Ph.D." All the 1,146 abstracts appearing in the 22 issues of the original abstract journal are collected here, representing publications which range from accessible books and articles to fugitive materials such as research reports, curriculum guides, and conference papers. Areas covered include (1) the teaching of specific languages, including Latin and Greek and uncommonly as well as commonly taught modern languages, (2) methods, materials, and equipment, (3) language laboratories, audiovisual aids, and programed instruction, (4) linguistics, (5) psychology of language learning, (6) cultural context, (7) testing and evaluation, and (8) teacher qualifications and training. Cumulative author and subject indexes conclude the collection. (AR)

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MLABSTRACTS, 1961-66, WITH AN INTRODUCTION BY THE GENERAL EDITOR

Gustave Bording Mathieu
January 1969

A merged product of the Clearinghouse on the Teaching of Foreign Languages conducted by the Modern Language Association of America under a contract with the Educational Resources Information Center (ERIC) of the United States Office of Education.

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INTRODUCTION

On the occasion of making the complete set of MLabstracts available in microfiche or hard copy in the MLA/ERIC system, its director, Kenneth W. Mildenberger, asked me to write a brief "biography" of MLabstracts. I am happy to do so because it brings back to mind a most challenging enterprise during the heyday of the modern language renaissance sparked by the NDEA, the audiolingual innovations, and the advent of the language laboratory.

It was the year 1961 and most everyone in the field was thinking very hard about how to make just one more--or perhaps the--contribution to the up-grading of the profession and the many problems that beset us. One evening in the College library, as I was scanning The French Review, Educational Screen and Audiovisual Guide, Linguistic Reporter, and a dozen others for the latest developments, I wondered whether there wouldn't be an easier way to keep abreast. This was the moment MLabstracts was born. (MLabstracts' motto, as seen on the title page, proclaims "Keep abreast to Stay ahead.") The rest was easy. To be sure, I could have organized a committee, written up a proposal, asked for funding. But all this smacked of procrastination. The need was to keep the profession informed right now, especially the teacher who had little or no contact with the profession's effervescent excitement about the new developments. I came to the conclusion that if I wanted to get an abstract journal started immediately, I had to begin it alone. I knew it would not be perfect, but planned to improve it as it developed. I also knew that I could never find the time to abstract articles myself or organize a team that would do so without pay. The obvious answer was to ask authors to do their own abstracting in a prescribed form, limiting them to ten lines. When I mailed out the first batch of requests for abstracts, I was not quite certain how many I would get back. To my surprise better than 90% were returned, and ever since there has never been any difficulty in obtaining author-written abstracts, and obtaining them quickly. In fact, we very soon began receiving unsolicited abstracts or complaints from authors who claimed to have been overlooked.

With the requests for abstracts on their way to the authors, I set to design the masthead. As of this date, I still wonder how many of my colleagues ever caught on to the hoped-for subliminal message in the interlaced MLab of MLabstracts' impression? My (naive) hope was that it would suggest the linkage of modern languages and language labs, the happy marriage of the humanities to technology. While this hope has yet to be realized, others have been, such as that contained in our "blurb" to publish abstracts relevant to the teaching of modern languages "from kindergarten to Ph.D." In 1960 such concerns were still something like heresy to many in the profession. MLabstracts dared to point the way in a few other directions as well. From its very beginnings it tried to demonstrate that our field is an interdisciplinary one, contributing to other disciplines and requiring their help in turn. Associate editors were named for such (then) far-out fields as speech and hearing science, programed learning, or the teaching of culture (see listing on masthead). While cutting across languages (including Latin!) and disciplines, our next efforts were to spread across geographic boundaries. International editors were named for Australia, Germany, England, France, Canada, Spain, Italy, the Netherlands, and Poland. Thanks to the contributions of the associate and international editors we were able to deliver four times a year forty pages of ten-line abstracts, ranging from domestic to foreign publications, and from easily accessible books and journals to fugitive materials, such as research reports, conference papers, or curriculum guides. We could have published twice as many if our collating machine had not limited each issue to forty pages.

Who financed MLabstracts? The publication was started with $200.00 of my own for the initial cost of the masthead, paper, envelopes, typing, printing, and mailing. From then on we were always in the black but also never had a surplus of more than $200.00 to meet the cost of the next issue. This surplus was largely the result of an annual support of $200.00 from the MLA. MLabstracts averaged between 600 and 1200 subscribers, each paying $2.00 for four issues. MLabstracts, itself, had no paid staff or office. I prepared copy, a student typed it for about $100.00, the offset-printing was done in our campus shop for about $150.00 per issue, and a part-time employee handled the complex business of subscriptions and renewals. The California State College at Fullerton Foundation, a nonprofit organization, managed the books for a charge of 7% of the average annual balance. My good colleague at Fullerton, Mildred R. Donoghue, diligently prepared the Annual Index, serving like all of us in the editorial end, without pay. But then, MLabstracts was not a money-making enterprise but a labor of love. It bridged the empty years from 1961 to the present and it is good to see it now being reborn in microfiche or hard copy to link the future with the past.

G. Mathieu
Founder and General Editor

December 1, 1968

Compiler's Note:

All the abstracts originally appearing in the 22 issues of MLabstracts are presented in this collection, unchanged except for the correction of minor typographical errors and the deletion of availability notices which may, at this time, be confusing or obsolete. The annual author indexes have been deleted from the individual issues in which they appeared, and a cumulative author index, appearing at the end of the collection, has been substituted. Also included at the end of this collection are the original cumulative subject indexes for Issues 1-7, 8-11, 12-15, and 16-19; no subject index had been provided for Issues 20-22. It has also been necessary to delete many of the repetitive notices and the small ads, quips, and aphorisms which were interspersed among the abstracts. We regret that some of the flavor and immediacy of the original MLabstracts had to be sacrificed to conserve space and facilitate microfiche use.

Alice Rosenthal
MLA/ERIC Staff

MLabstracts

Authoritative abstracts to keep you abreast of international research and opinion relevant to the teaching of Modern Languages from kindergarten to Ph.D.

Issued by the Department of Foreign Languages and Literature, Orange County State College, Fullerton, Calif.

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NUMBER 1 & 2 FEBRUARY & MAY 1961 ABSTRACTS 1-56

1. **TESTING AUDIO EQUIPMENT BY EAR**, by Pierre Delattre, University of Colorado, Boulder, Colorado, in *Audiovisual Instruction*, May, 1960, p. 156.

In this article I describe five different tests to determine whether a tape recorder records and reproduces faithfully enough for speech use. Three of them use high frequency fricatives *s*, *f*, *th*; a fourth is based on individual voice quality; and a fifth on the resonance of a piano note after the key has been struck. In each case, the hearer is told what to listen for. PD

2. **TESTING STUDENTS' PROGRESS IN THE LANGUAGE LABORATORY**, by Pierre Delattre, University of Colorado, Boulder, Colorado, in *International Journal of American Linguistics*, October 1960, pp. 77-96.

In this article I describe the results of a speaking test, administered in a language laboratory equipped with individual dual channel tape recording and listening, to 1959 Colorado Institute students. Progress after eight weeks is shown in table. As a contribution to the improvement of speaking tests, 12 types of pattern sequences are presented with abundant examples. An objective test of pronunciation is presented with concrete examples--it permits judging *separately* 15 features of French pronunciation. Comments by two critics follow. PD

3. **SOME PITFALLS IN TEACHING FOREIGN LANGUAGES**, by Llewelyn R. McKay, University of Utah, Salt Lake City 12, Utah, in *School and Society*, November 1960, pp. 2 ff.

In this article I point out the fallacies of the audio-lingual method; emphasize the value of using *all* the senses in the learning process; direct attention to the use of dictation from the beginning; show the danger of allowing students to listen to their own recordings; stress the advantages of the written language; place the accent on the modified direct method with *no* translation exercises; show the error of using teachers who do not speak the foreign language; treat the value of teaching grammar using English in its explanation; advocate the visual-audio-lingual method. LRMc

4. TO RECORD OR NOT, by William N. Locke, Massachusetts Institute of Technology, Cambridge, Massachusetts, in Modern Language Journal, October 1960, pp. 278-279.

In this article I consider the question of whether students in the language lab make better progress if they can record and play back what they hear. On physiological grounds I try to show that it is not possible to listen to yourself objectively while you are in the act of speaking. For maximum improvement a critical evaluation of one's performance is essential. Only listening to recordings of your voice allows you to reach the maximum spoken language performance of which you are capable. WNL

5. EQUIPMENT FOR THE LANGUAGE LABORATORY, by William N. Locke, Massachusetts Institute of Technology, Cambridge, Massachusetts, in International Journal of American Linguistics, October 1960, pp. 25-40.

In this article I ask a number of questions about language laboratory equipment and suggest answers for some. Is novelty the main factor in improved performance in the lab? Is spoken language facility developed at the expense of the written language? What are the most important features to be sought in language laboratory equipment (lack of trouble, simplicity of operation, sound quality)? How far can simplification go? What is the best location for a lab? How can one find equipment that meets the needs of teachers and students? WNL

6. THE EFFECTS OF THE LANGUAGE LABORATORY ON THE DEVELOPMENT OF SKILL IN A FOREIGN LANGUAGE, by Edward David Allen, The Ohio State University, Columbus 10, Ohio, in Modern Language Journal, December 1960, pp. 355-358.

In this article I divided 54 elementary and intermediate French and Spanish pupils into two groups on the basis of their scores on standardized language test. One day per week throughout the year, one group went to the laboratory while their "pairs" remained in the classroom. The group in the laboratory listened to stories and then answered questions in the foreign language on magnetic discs. The non-laboratory group received the material that the laboratory group was using, but the non-laboratory group read it and answered questions in writing. At the end of the year all pupils were given THE COOPERATIVE TESTS in French or Spanish. Results: In Elementary French the average percentile of the lab group was 57: the non-lab group 34. On the Cooperative French Listening Test, the lab group averaged 50; the non-lab 34. Conclusion: those students spending 20% of class time during the year in lab achieved higher scores in reading, vocabulary, and grammar. EDA

7. FROM STRUCTURAL ANALYSIS TO PATTERN DRILL, by Albert Valdman, Indiana University, Bloomington, Indiana, in The French Review, December 1960 pp. 170-181.

In this article I have attempted to demonstrate a rigorous procedure which integrates grammatical discussion of a linguistic feature and pattern drills designed to lead to the assimilation of this linguistic feature on the part of the student. I have also proposed a standard terminology for various types of pattern drills. Pattern drill is divided in two phases: learning (or imitation-memorization) drills merely present the linguistic feature involved and the student is provided with the correct responses at all times; in practice drills he must supply the correct response himself; thus, practice drills are in a sense, tests. The procedure is demonstrated with French possessive adjectives: this class of noun markers is divided into sub-classes taking as the primary criterion the number of different spoken forms; this analysis differs substantially from traditional analysis and is held to be the key to the drill procedure. AV

8. THE LANGUAGE LABORATORY AS A TEACHING MACHINE, by F. Rand Morton, The University of Michigrn, Ann Arbor, Michigan, in International Journal of American Linguistics, October 1960, pp. 113-166; also in Publications of the Language Laboratory, Series Preprints and Reprints: Vol. I (1960) University of Michigan.

In this article I describe an early experiment in the mechanization of language learning through the use of step-increment programming of instructional materials accomplished at Harvard University in 1953-54 and subsequently redesigned and partially tested between the years 1956-59. The experimental course and its original teaching materials were designed to accomplish the following aims: 1) permit a student of college age to acquire within a semester's time an aural fluency of 80% in a second language (Spanish) which he had not previously studied. 2) permit the greater part of this linguistic achievement to be accomplished outside of the classroom by the student himself; 3) favor no particular class or type of student but exploit abilities assumed basically the same for each. A discussion of the success of the experiment in terms of student achievement and its implications for the feasibility of purely self-instructional language courses conducted entirely in the modern language laboratory conclude the monograph. FRM

9. THE TEACHING MACHINE AND THE TEACHING OF LANGUAGES: A REPORT ON TOMORROW, by F. Rand Morton, University of Michigan, Ann Arbor, Michigan in PMLA, September (Vol. LXXV No. 4, part 2) 1960, pp. 1-6.

In this article I attempt to introduce the concept of the teaching machine to the high school and college language instructor and to show how such a concept may be exploited for more effective teaching of spoken language skills. Before either the concept or individual "machine" can be used it is necessary to program the pedagogical materials and before this can be done it is necessary to know precisely what is this thing that we want to teach and which we call language. A definition of language as verbal behavior is given and illustrations of its usefulness. Finally suggestions are made as to what the language teaching machines and techniques of the future will be. FRM

10. THE LANGUAGE LABORATORY: WHAT TO BUY, by Roe-Merrill S. Heffner, University of Wisconsin, Madison 6, Wisconsin, in Monatshefte, December 1960, pp. 331-341.

In this article I discuss: minimal installations, booths, basic electronic equipment: microphones, head-phones, tape recorders and installation. R-MSH

11. THE LIBRARY SYSTEM AND THE LANGUAGE LABORATORY, by James M. Watkins, Middlebury College, Middlebury, Vermont, in The French Review, October 1960, pp. 60-66.

In this article I point out what I consider to be an important distinction to make, within the term "language laboratory," between the classroom lab and the library system. The library system implies the use of individual practice rooms. I show that such rooms do not entail any significantly greater expense. Each room is equipped with two recorders used in tandem, a brief description being given for the installation. In the remainder of the article, I explain the versatility of the practice rooms thus equipped, as well as their pedagogical, technical and administrative advantages. JMW

12. THE GROUP INTERACTION TECHNIQUE IN FOREIGN LANGUAGE TEACHING, by Reza Arasteh, University of Tehran (On Leave), 9222 Piedmont Ave., Detroit 28, Michigan, in Modern Language Journal, December 1960.

In this article I have advanced the theory that language is the product of interaction and role playing. The article presents its principles and application to teaching Persian at Princeton, and English to Persians, and my own experience with Russian. While recognizing the usefulness of the linguistic, psychological and traditional approaches, this method emphasizes action, alone and in combination with role playing and games, centering on the actual life activities of the individual in a group. The student progresses through three major stages: (1) object-centered, (2) self(ego)-centered and (3) socialization. Following this plan, a group of Persian language students at Princeton acquired a good speaking, reading and writing knowledge of the language in 183 classroom hours, helped produce 50 pages of simple reading material, and most important, developed a feeling for the language and a strong incentive for continuing it. RA

13. ONE ANSWER TO ADVANCED LAB WORK, by Gustave Mathieu, Orange County State College, Fullerton, California, in The Modern Language Journal, December 1960, pp. 352-354.

In this article I describe the mechanical and pedagogical aspects of the "parcelling technique," by which commercial language recordings can be exploited for more than mere listening practice. The source material is processed into a fully automated language workout by first transforming it into listening-comprehension practice which helps the learner to understand what he has heard through suggestive questioning and then into mimicry-memorization practice in which the learner repeats what he has heard in piecemeal utterances. The technique involves the insertion of pauses into the original material. Reading, copying, dictation, acting out and free conversation complete the program which has taken the learner through all language skills with the help of a single audio unit. GM

14. USING COMMERCIAL RECORDINGS, by Gustave Mathieu, Orange County State College, Fullerton, California, in The French Review, December 1960, pp. 182-186.

In this article I describe the "parcelling technique" (see item 13 above) in its application to source materials in French. GM

15. A SECOND LANGUAGE MEANS A SECOND SIGHT, by Gustave Mathieu, Orange County State College, Fullerton, California, in Exceptional Children, 1201 16th St.,N.W., Washington 6, D. C., January 1961.

In this article I explain that blindness is no handicap for learning a second language when taught by the audio-lingual method. In fact, blind children may become star performers in second languages precisely because of their more acutely developed sense of hearing and will excel at such professions as simultaneous interpretation. I urge that every blind child be given the opportunity to learn a second language because it can thus become an "earwitness" to the formative cultural values of other lands: the blind child's ears can now become "windows" to new horizons previously denied to him. GM

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16. AUDIOVISUAL AIDS AND LANGUAGE TEACHING IN THE USSR, by Eric W. Bauer, Indiana University, Bloomington, Indiana, in Audiovisual Communication Review, November-December, 1960, pp. 295-299.

In this article I give a short survey of selected research studies in the field of audio-visual media and methods in language teaching as represented in recent Soviet literature. Six studies on the use of audio and visual aids in language teaching are especially referred to (on the use of films, filmstrips, tape recordings and one study on learning and retention in different age groups). A short survey is also given on the development of Russian language laboratories since 1953 (model institutes in Gor'kij, Leningrad, Moscow and Voronezh). The methods used are very similar to those used in American language laboratories within a special "Language Laboratory Association." An interesting sidelight is a reference to some essential results of a research study on retention indices of children in different age groups (five- and eight- to ten-year olds). EWB

17. FACTOR'S INFLUENCING LEARNING A SECOND LANGUAGE, by Loyd S. Tireman and Miles V. Zintz, University of New Mexico, in Education, January 1961, pp. 310-313.

In this article we have discussed the possibilities of learning English as a second language. We have hypothesized that desire to do so is a primary factor. Other factors which influence the learning of a second language may be amount of exposure, socio-economic factors, influence of ethnic group leaders, schools, educational adjuncts, common elements within the two languages, and interest. MVZ

18. THE NEW MEDIA IN LANGUAGE TEACHING, A STATUS STUDY, by Frances B. Crowe, the Helen Bush--Parkside School, Seattle 2, Washington, in Audiovisual Instruction, November 1960, pp. 286-290.

In this article I offer a critical survey of the literature available to help teachers and language laboratory directors to understand and to use the audio-lingual method, as well as to acquaint them with language laboratory equipment and its management. The article is divided into the following sections: Language Laboratory Equipment and Management; Instructional Materials; Radio, Television and Films; Self-Instructional Devices or "Teaching Machines"; Current Research on the Uses of the Newer Media. FBC

19. FORMAL OR FAMILIAR FORMS OF ADDRESS FOR FLES, by Max S. Kirch, University of Delaware, Newark, Delaware, in Modern Language Journal, January 1961, pp. 20-21.

In this article I maintain that we should use familiar and formal forms of address precisely as native speakers do in the same situations, regardless of real or imagined difficulties in the classroom. The purpose of foreign language teaching in the elementary school, as at any other level, is to teach the child to communicate in the foreign tongue and to acquaint him with how other peoples feel, think and act. Only the native speakers of the language have the right to change the practices associated with the language and culture. MSK

MLabsurd: In no state is speaking competency a certification requirement for language teachers. New York Times

20. LOS CURSOS DE SEGUNDO AÑO, by Fernando E. Pérez Peña, University of Rhode Island, Kingston, R. I., in Hispania, March, 1961, pp. 117-119.

In this article I discuss the serious disadvantages which arise from the division of a second year language course into an "intermediate" and "advanced" group. The primary reasoning is that "poor" students should do poorly and sometimes even fail and that universities are in no way called upon to gear courses to bad students. Further, there is a serious discussion of the choice of texts for a second year course. In my mind, the course should be devoted largely, if not altogether, to carefully selected, modern, exciting (to the students) works of literature and, if at all possible, they should be original editions rather than class or school editions. The latter is intended for its psychological impact. FEPP

21. LOW GERMAN--A RECEDING LANGUAGE, by Werner F. Leopold, Northwestern University, Evanston, Ill., in The German Quarterly, March 1961, pp. 123-133.

In this article I demonstrate the decline of German dialects, previously examined in more general terms, on the specific example of the Low German language. I review the earlier use of Low German as a formal and informal language. I illustrate its rapid recession even as an informal way of speech, particularly since the last war, by personal experience and the reports of observers. I take a stand with regard to the loss of values involved in the disappearance of minority languages. WFL

22. ASPECT AND TENSE IN RUSSIAN, by Victor Terras, University of Illinois, Urbana, Illinois, in The Slavic and East European Journal, Vol. IV (XVIII), No. 4, Winter 1960, pp. 331-344.

In this article I describe the function of the aspect category in Russian for "linear pairs" of verbs as follows: In the infinitive and imperative, this function is best described by the term determinate: indeterminate, which correlation may have a lexical, grammatical, or zero content. In the present, this correlation is secondary, having been superseded by a future:present function. In the preterit, it partly represents the functions of the Old Russian aorist and imperfect. E.g., repeated perfective action is expressed by a perfective imperfect in Old, and by an imperfective preterit in Modern Russian. In the participles and gerunds, also, a syncretism of aspect and tense is evident. VT

23. TEACHING THE SUBJUNCTIVE, by Walter Meiden, Ohio State University, Columbus 10, Ohio, in The French Review, February 1961, pp. 379-382.

In this article I point out that elementary French students often consider the subjunctive as nothing but a series of new forms used arbitrarily after certain verbs and expressions. It is desirable first of all to teach the concept of the functions of the subjunctive as a mode which expresses the subjective attitude, feeling, or opinion of the speaker toward an action or state. The French subjunctive may best be approached through examples of English subjunctives of the type: It is necessary that John DO his work. The basic concept of the subjunctive also serves to explain many cases of its use not covered by specific rules. But once the learner understands this basic concept, he should then also be taught all specific instances in which the subjunctive is mandatory in French. WM

24. GOETHE IM DEUTSCHUNTERRICHT, by Wolfgang Leppmann, University of Oregon, Eugene, Oregon, in PMLA, December 1960, pp. 540-562.

In this article I examine the gradual introduction of Goethe's works and biographical background into the German Gymnasium, from the beginning of the nineteenth century up to the present. Special mention is made of the growing divergence of East German from West German school practices in regard to Goethe. Statistical material consists of representative curricula of a Humanistisches Gymnasium, a Realgymnasium and an Oberrealshule at given intervals, as well as a breakdown of the work presently being done on Goethe in West and East German schools. WL

25. THE NATURE OF LINGUISTICS IN THE DIRECT METHOD OF FOREIGN LANGUAGE TEACHING, by Edward Diller, Beverly Hills Public School District, Beverly Hills, California, in Hispania, March 1961, pp. 203-205.

In this article I relate some basic concepts of linguistics that a language teacher should be aware of--phonology, morphemes, morphology, and syntax. I base the article on the concept that language is basically sound and that in an effective language program imitation (direct method teaching) is realistic while the instruction of abstract grammar often leads into unwieldy complexity and not to desirable speech skills. ED

26. AN EVALUATION OF GERMAN HONORS PROJECTS AT BROOKLYN COLLEGE: THEIR OPERATION AND EFFECTIVENESS IN REQUIRED COURSES, by Gisela Stein, Brooklyn College, Brooklyn 10, N. Y., in The German Quarterly, January 1961, pp. 58-64.

In this article I describe the use of Honors Projects in the first two years of college German. The projects consisted of independent reading, in addition to class work, in literature, social science and science texts. Students submitted either translations of German summarizations and interpretations of the works read. During one semester project students were matched with a control group of equal ability doing class work only. Comprehensive initial and final tests showed that independent reading projects significantly increased the students' ability in grammar, essay writing and oral comprehension. Also, the project group worked about 25% faster on sight translation and reduced the total number of errors on initial and final fill-in tests from 112 to 27, while the reduction for the control group was from 102 to 49. GS

27. FRENCH FLES IN CLAYTON, MISSOURI, by Francis V. Lloyd, Jr., and Marjorie L. Pei, Clayton 5, Mo., in The Modern Language Journal, March 1961, pp. 127-9.

In this article we describe the plan for beginning and continuing a program in French in the elementary schools of Clayton, Missouri. The decisions which had to be made before establishing the program are outlined. The features of the Clayton plan which make it in some way distinctive from the programs found in most public elementary systems involve offering the foreign language to every child in grades three through six, using the classroom teacher as the language instructor wherever possible, and developing and training our own teachers and specialists through a continuing in-service training class. The need for research to provide valid criteria and standardized measures for evaluating a program of this nature is emphasized. FVL & MLP

29. THREE ANALOGIES, by Dwight L. Bolinger, University of Colorado, Boulder, Colorado, in Hispania, March 1961, pp. 134-137.

In this article I give English parallels for three refractory points of Spanish grammar: 1) for GUSTAR, I suggest the English verb to appeal, rather than to please; 2) for PODER, "may" I suggest a syllabically lengthened may for the sense of "possibility" and a shortened may for "permission." 3) For the intonation of Spanish statements I suggest the analogy of the intonation of English commands. DLB

30. THE OPTIMUM AGE FOR BEGINNING THE STUDY OF MODERN LANGUAGES, by Theodore Andersson, The University of Texas, Austin 12, Texas, in International Review of Education, Vol. VI, 1960, No. 3, pp. 298-308.

In this article I consider the evidence, both theoretical and observational in favor of an early start in language learning. Since this evidence suggest that only children exposed to a second language before the age of ten are likely to speak it without accent, I propose the possibility of an international nursery school in which children may acquire the elements of several languages without effort.

31. READING A FOREIGN LANGUAGE, by M. Helen Duncan, Temple University, Phila. 22, Pa., in The Modern Language Journal, January 1961, pp. 17-19.

In this article after defining the place of reading in the modern language curriculum, I present effective methods which lead to the direct comprehension of the content--the goal of rapid and happy reading. In the choice of material, I warn against excessive quantity and lack of subject appeal. I point out why attention should be given to both oral and silent reading, describing a procedure for training and testing in the latter. The success of the teacher's work, I state in conclusion, is in proportion to the contribution that it makes to the student's understanding of matters significant in his life. MHD

32. "LO PUEDE HACER" VS. "PUEDE HACERLO", by Gordon T. Fish, USAR, Ret., 2410 N.E. 13th St., Fort Lauderdale, Fla., in Hispania, March 1961, pp. 137-139.

In this article I show that the object pronoun normally accompanies a verb of incomplete predication or auxiliary, conative, desiderative, inceptive, iterative, obligative, potential, temporal, etc., when 1) se= "one," "they," etc., rather than passive; 2) when se le (not se lo) results; 3) when todo precedes (todo lo sabe hacer); 4) when the verb block tells what is done to or for a predetermined object; 5) when the information is centered in the auxiliary; 6) when ir or estar is auxiliary. In other situations it follows infinitive or participle. Most deviations occur in verse or result from conflict of factors. Paragraph 13 includes an erroneous explanation of observed fact. GTF

MLability: The prime requirement for American personnel abroad of projected U. S. Travel Office would be ability to speak language of the country.
New York Times

33. STEP-BY-STEP PROCEDURES FOR LANGUAGE LABORATORY PLANNING, by Alfred S. Hayes, Foreign Language Consultant, 715 Gilbert Street, Takoma Park 12, Md., in University of Michigan Publications of the Language Laboratory, Volume V, 1961, pp. 96-108.

In this article I suggest a sequence of planning procedures which at the same time provides a rapid review of necessary administrative, pedagogical and technical considerations. The presentation is keyed to representative selections from the pertinent literature. Pedagogical principles, materials, and preventive maintenance of equipment are treated in expanded notes to the main presentation. Planning steps 5 and 6 were inadvertently omitted from this printing. ASH

34. ALGO MÁS QUE ENTRENAMIENTO, by Dwight L. Bolinger, University of Colorado, Boulder, Colorado, in Hispania, March 1961, pp. 16-20.

In this article I discuss the moral obligations of language teachers toward their students, obligations that are liable to be lost sight of in the emphasis on training the tongue and ear. I reason that the moral imperatives are the same as in any other field where skills are imparted or devices and techniques are invented: we cannot shirk the duty of trying to guide our students toward using them in humane ways. DLB (R)

35. THE CURRENT STATUS OF FLES TEACHING IN THE U.S., by Stanley Levenson, Principal, Hersfeld American Dependent School, Hersfeld, Germany, in the Phi Delta Kappan, March 1961, pp. 265-268.

In this article I have tried to assess the current status of FLES teaching in the U.S., by corresponding with 34 elementary school districts, 32 State Departments of Education, and 30 other sources. The areas discussed are: Year programs began; Special teachers; Grade levels; Time allotments; Number of pupils enrolled; Number of schools involved; Methods and teaching aids; Public attitude; and, Current practices of State Departments of Education concerning FLES. A tabulation fact chart of a sampling of 34 elementary school districts throughout the U.S. is also provided. SL

36. HOMEWORK GOES ABROAD, by Lucile Hiatt, Germantown Friends School, Philadelphia, Pennsylvania, in French Review, January 1961, pp. 277-282.

In this article I describe the fifteen years of affiliation between the Germantown Friends School of Philadelphia and the College (now Lycée) Louis-Liard of Falaise, France, which has facilitated a series of exchanges of many kinds: gifts, cultural materials, personal and class correspondence as well as guest students. I deal specifically with experience in sending to the partner school assignments written in French or English with the request that they be corrected and evaluated by the pupils or teachers. I quote many of the correctors' comments about the mistakes, the picturesque quality, or praiseworthy effort revealed in the attempts to express one's self in another's language and point to the evidence of friendship and "camaraderie" found in the commentary, both French and American. LH

37. LANGUAGE IN YUGOSLAVIA, by John Van Eerds, Lehigh University, Bethlehem, Pennsylvania, in The Modern Language Journal, Vol. XLV, No. 2, February 1960, pp. 55-58.

In this article I discuss the historical background which explains the presence of various national minority languages in Yugoslavia. The areas of Yugoslavia in which these languages are the means of communication in the schools are then treated. Finally, there is a discussion of the teaching of four major foreign languages and literatures in both schools and universities. The data was gathered during the summer of 1960. JVE

38. WHAT ARE WE DOING FOR THE SPANISH-SPEAKING STUDENT?, by A. Wallace Woolsey, Texas Woman's University, Denton, Texas, in Hispania, March 1961, Vol. XLIV, No. 1, pp. 119-122.

In this article I have set forth some techniques that through a good many years of experience I have found helpful in teaching Spanish to students whose home language is Spanish. Some are: 1) help with accents through calling attention to pattern words such as those in -on, -an, -in, -es, etc. to aid with rules; 2) beating out rhythm to make student feel the stress--special attention to esdrujulo words; 3) spelling patterns in -eza (belleza, tristeza, etc.), and in -esa (inglesa, condesa, etc.); 4) spelling patterns in Spanish for English words: 5) c-z: ce, ci, za, zo, zu--but s invariable: si, se, sa, so, su; 6) attention to miscellaneous errors common in Spanish speech. Spanish-speaking students are given pride in language; English-speaking are not neglected. AWW

39. READERS FOR DIRECT METHOD CLASSES, by Hugh D. Campbell, Roxbury Latin School, West Roxbury, Massachusetts, in The French Review, January 1961, pp. 283-287.

In this article I point out the vital need of French readers with simplified French vocabularies instead of the usual French-English end vocabularies. Direct Method teachers are striving to make the student think in French, yet they use reading material based on the principle of translation (due to the French-English vocabularies). We need readers with simple French explanations (definitions, synonyms, antonyms, etc., relying heavily on cognates) to encourage, as best we can, reading in French, in preparation for more advanced work using foreign texts and a Larousse. Three examples of intermediate texts and vocabularies were given. HDC

MLablebodied: Channel 4, 12:30 A.M. Loretta Young--Drama "Gesundheit." An actress is allergic to her leading man. She has a sneezing fit whenever she's near him. --TV Guide

MLabduction: Channel 7, 6:00 P.M., William Tell--Adventure. Unknown to Tell a group of his men capture Gessler's daughter and hold her for ransom. --TV Guide

43. RECOMMENDATIONS OF THE LEARNING WHICH SHOULD OCCUR IN THE LANGUAGE LABORATORY AND IN THE CLASSROOM, by G. Mathieu, Orange County State College, Fullerton, California, in University of Michigan Publications of the Language Laboratory, Volume V., 1961, pp. 53-95.

In this paper I suggest that the "clab," i.e., combined classroom and lab facilities, would be the ideal situation for language learning. Until realized, I urge that while correlating the class and lab as closely as possible, each locale be assigned the function in the learning process it can further most effectively. A tentative list of recommended do's and don'ts for class and lab follows. GM

44. A DOZEN DO'S AND DON'TS FOR PLANNING AND OPERATING A LANGUAGE LAB OR AN ELECTRONIC CLASSROOM IN A HIGH SCHOOL, prepared by the participants of an MLA-US Office of Education sponsored conference, Winter, 1960, in MLA Ivory Basement News, February 1961.

Some do's: Hire a consultant; Follow guidelines of Purchase Guide and its Supplement; Provide for maintenance budget; Cut teaching load of teachers active in lab. Some don'ts: Accept inferior sound; Impose lab on unwilling or unprepared teachers; Expect lab to reduce teacher's work; Plan joint lab for FL and speech, shorthand, etc. available from Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York 17, N. Y.

45. THE PREPARATION OF SECONDARY SCHOOL TEACHERS, by Genevieve S. Blew, Maryland State Department of Education, Baltimore 1, Maryland, in Reports of the Northeast Conference on the Teaching of Foreign Languages, April, 1961, pp. 24-31.

In this article I examined the problem of the preparation of secondary school teachers in the particular areas: 1) undergraduate subject-matter courses, 2) undergraduate professional courses, 3) teacher certification, and 4) post-graduate training. An attempt was made to assess the present status of foreign language teacher preparation. In addition, I presented suggestions for effective undergraduate programs, emphasizing the new approach to foreign language instruction in progress at all levels, recommendations to state certifying agencies, and in the area of post-graduate training, opportunities for the improvement of teachers already in the profession. GSB

46. "AUSGEZEICHNETE AUFNAHME! ABER WAS MACH' ICH DAMIT?" A SUGGESTION FOR ADVANCED LAB, by G. Mathieu, Orange County State College, Fullerton, California, in The German Quarterly, March 1961, pp. 140-145.

In this article I describe the mechanical and pedagogical aspects of the "parceling technique" by which commercial language recordings can be exploited for more than mere listening practice. The source material is processed into a fully automated language workout by first transforming it into listening-comprehension practice which helps the learner to understand what he has heard through suggestive questioning and then into mimicry-memorization practice in which the learner repeats what he has heard in piecemeal utterances. The technique involves the insertion of pauses into the original material. Reading, copying, dictation, acting out and free conversation complete the program which has taken the learner through all language skills with the help of a single audio unit. GM

40. LANGUAGE LABORATORIES, by Elton Hocking, Purdue University, in The Nation's Schools, February 1961, pp. 83-86. (Special issue on Audio-Visual Tools of Learning).

In this article addressed to the school administrator, I point out some of the lessons we have learned in how to plan for a language lab and what to expect of it. These include the need of close cooperation between FL teacher and administrator; the need for technical assistance in planning and operating the lab and a budget for preventive maintenance, and the fact that the lab will not save money but, like any good equipment wisely used, yields a high educational return on investment. I stress that if the FL teachers are determined to approach the language only through grammar and translation, the lab is not for them. On the other hand, those teachers who prepare materials and/or supervise the lab must be given released time. The administrator must ask himself: Do my teachers want it? and next: Do they really know what it is, how to use it, what it can and cannot do? Do they know it involves radical changes in methods and materials? But when properly used for the integrative concept of language learning, the lab provides an excellent tool for simultaneous linguistic practice and humanistic insights. EH (R) of this special issue available at 35¢ from The Nation's Schools, 919 No. Michigan Ave., Chicago 11, Ill.

41. AN ANALYSIS OF THE STRUCTURAL PERCEPTION DRILL, by Bela H. Banathy, US Army Language School, Presidio of Monterey, California, in Army Language School Review, December 1960, pp. 25-36.

In this article I describe the daily lesson unit as the instructional frame work of the structional perception drill. (The structural perception drill is presented in the first teaching period of the daily lesson unit). Then I discuss the internal relationship between the learning steps and teaching activities. Next the nature of language is examined in order to gain an insight into the process of perception and acquisition of new linguistic features. Finally, a program is proposed step by step which would enhance the perception and the acquisition of the target features. BHB

42. A REALISTIC STARTER LAB, by Franklin T. Mathewson, Supervisor of Instructional Materials, Public Schools, White Plains, N. Y., in Overview, March 1961, pp. 71-72.

In this article I note that the high school language laboratory should be simple and not attempt to be a duplicate of the more elaborate college language laboratory. Teachers do not usually like to take classroom time to use the playback (repeat) facilities found in college type labs. This feature might be useful in off-library, off-studyhall, or off-classroom small laboratories for individual student use in non-scheduled periods. Doing without the playback feature, but having activated microphones in which students hear what they say through the same earphones by which they hear the recorded teacher, saves money by avoiding individual tape decks, 110 volt wiring, and a multiplicity of controls confusing to the teacher. FTM

47. PROPORTIONAL DRILL AS A TECHNIQUES FOR TEACHING GRAMMAR, by Richard L. Gunter, University of Illinois, Urbana, Illinois, in Language Learning, No. 3,4, 1960, pp. 123-134.

In this article I try to show how the designer of teaching grammars of English should construct drills of the type that transform a single sentence into its various linear forms: negative, question, etc. The focus in this article is on the transformation of statements into yes-no questions, as a demonstration of this kind of drill. I include some observations on the efficiency of such proportional or transformational grammatical teaching problems. RLG

48. LINGUISTICS AND LANGUAGE TEACHING: CAVEATS FROM ENGLISH, by Ralph B. Long, University of Puerto Rico, Rio Piedras, in The Modern Language Journal, April 1961, pp. 149-155.

In this article I note that Bloomfieldian New Linguistics face hard problems when they try to reshape: 1) English grammar, and 2) all language teaching. I argue that the Friesists and "Trager-Smithists" powerfully supported attempts to remake English grammar have failed, and that their two-decade control of English as a second language has proved disadvantageous. To establish good pronunciation and interest, I urge the use in the lower grades of series of short children's plays on film. Beyond this I recommend traditionalist procedures. I grant the importance of general linguistics, and of the work of Harris and Pike on English. RBL

49. THE PREPARATION OF COLLEGE AND UNIVERSITY LANGUAGE TEACHERS, Working Committee II, Jack M. Stein, Harvard, Chairman; Helen M. Mustard, Columbia; Patricia O'Connor, Brown; Francis Rogers, Harvard; Wilmarth Starr, NYU, in Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages 1961, pp. 33-41.

In this report we recommend the following revisions of PhD programs to provide training for prospective teachers: a first semester course in descriptive linguistics and its application to second language learning, a second semester course in methods. Student teaching under close guidance beginning in following year, supervised by a senior member responsible for the teacher training program. Provision for improvement of language skills throughout program. Test of language skills, knowledge of linguistics and professional preparation as part of PhD exams. We also recommend that scholarly courses be more carefully integrated, requiring student to show thorough knowledge of one segment and only background knowledge of other periods. JMS.

50. STATE CERTIFICATION IN FLs, by William Gillis, Morrhead State College, Moorhead, Minnesota in The Modern Language Journal, February 1961, pp. 61-63.

In this article I summarize a report on state certification requirements for FL teachers as of June 1960, the report having been prepared by Miss Anna Balakian of the MLA under an NDEA research contract. I have simplified the tabular material from the original report to show the situation in each state. No state tests oral competence for FL teachers. Only one state has machinery to certify the foreign born. While California requires 36 credit hours to certify, six states certify for 12 hours or less. Most states have acted or are acting to raise requirements. The trend of state bourards of education is to rely on college recommendations of competence. WG

51. VISUAL AIDS FOR THE TEACHING OF ELEMENTARY SPANISH, NDEA Research Project, Principal Investigator: William E. Bull, University of California at Los Angeles.

In this project I report on: 450 colored posters and a manual of instructions designed for teaching the grammatical points encountered in the first two years of high school or one year of college. Minimal pairs in objective reality correspond to minimal pairs on linguistic level. Students derive rule by observing contrasts and learn usage through analogy. Extensive experimentation shows dramatic reduction in teaching time and similar speed-up in learning. Probable date public distribution, fall, 1961. WEB

52. TEACHING FRENCH: AN INTRODUCTION TO APPLIED LINGUISTICS, by Robert L. Politzer, Ginn & Co., Boston, 1960, 140 pages, Paper bound.

In this book I discuss the application of linguistics in teaching the basic skills of the French language at the high school or college level. The first part of the book is devoted to general methodological considerations. The second part introduces linguistic concepts. The book attempts to develop an awareness of the conflicts in patterns between English and French and to demonstrate the remedies that a linguistic teaching method offers. RLP

53. FILMS IN THE MODERN LANGUAGE CLASS, by Anna Marie Lottman, Harris Teachers College, St. Louis, Missouri, in The Modern Language Journal, April 1961, pp. 178-180.

In this article I have presented some elementary techniques in the use of films. I indicated the possible objectives for using a film and the preparation which must precede the showing of a film to a class. Next, I outlined a procedure for the presentation of a film with slow paced commentary to a first year class. Then I explained some of the difficultues that must be overcome in the use of a film with rapid foreign speech and suggested techniques for its use. As a final point, I attempted to show that many films with English commentary may have great value in a language class if properly introduced into a unit of study and if followed by language activities. AML

54. LANGUAGE LEARNING AND FREQUENCY RESPONSE, by M. Buka, M. Z. Freeman, W. N. Locke, Massachusetts Institute of Technology, paper read at Purdue Language Laboratory Conference, March 24-25, 1961.

As a result of experimentation we find that the ability of beginning students to distinguish and repeat syllables decreases markedly in German and perceptibly in French as the frequency response of equipment is progressively reduced from 7300 cycles per second, to 5000, and 3000. MB[MZFM WNL

55. LEARNING A MODERN FOREIGN LANGUAGE FOR COMMUNICATION, by Nelson Brooks, Yale University, in "Forword," Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, April 14 & 15 New York, N. Y.

In this article I try to make clear what learning a language for communication involved by listing first what it does NOT and then what it does include. I elaborate on the following and other points: It is not the direct method; No single method is preferred; It is not the matching of an isolated word in one language with a word in another; The learner's advance is not measured in terms of his knowing x number of words; It is not the exhaustive explanation of rules of grammar; It is not the chanting of paradigms, etc. Among the points that the program DOES include I list and discuss: The initial objective is to learn to understand and speak the language as it is used in its culture; Language learning for communication involves the learning of all the skills. There are five critical points in classroom procedure: the use of English, translation, the explanation of grammar, the use of open books, and tests. A program will succeed or fail according to what is done about these five procedures. NB (R)

56. INTRODUCCIÓN A UNA COMPARACIÓN FONOLÓGICA DEL ESPAÑOL Y DEL INGLÉS, by Daniel N. Cárdenas, University of Chicago, Chicago, Illinois, Center for Applied Linguistics, 1960, 68 pp.

In this book I have made an extensive descriptive comparison of English and Spanish on all levels of phonology (individual sounds combinations of same, syllable division, stress, pitch, rhythm, contours and terminal junctures). The purpose is to show that such a comparison clearly defines the problems one encounters in learning or teaching Spanish to English speaking people and vice versa. The differences between the two languages point up the problems one can anticipate. Some suggestions are offered in the solution of these problems. DNC

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57. APPLIED LINGUISTICS IN THE CLASSROOM, by William G. MOULTON, Princeton University, Princeton, New Jersey, in Publications of the Modern Language Association (PMLA) May, 1961, pp. 1-6.

In this article I attempt, first, to soften some of the antagonisms between language teachers and linguists by revealing their sources. Some of these sources are the linguists' insistence on (1) the primacy of speech over writing, (2) language learning as an activity that is not intellectual in the usual "great ideas" sense, (3) the inadequacy of logical or classical grammar, and (4) the insufficiency of native knowledge of a language if unsupported by analytical training. I then discuss four recent developments in linguistics which language teachers can exploit and apply in the classroom: (1) transformation grammar; (2) tagmemics; (3) function words vs. content words; and (4) contrastive linguistics. WGM

58. FOREIGN LANGUAGES FOR CHILDREN: WHAT RESEARCH SAYS, by John B. CARROLL, Harvard University, Cambridge 38, Mass., in The National Elementary Principal, May, 1961, pp. 12-13. (Vol. 39, No.6).

In this article I review research answers to these questions: Do children learn FL's faster? Probably they learn pronunciation better, but in other respects no faster than adults if learning time is controlled. When begin FLES? No good evidence yet. Are there individual differences in FL aptitude? Yes, about 10-20 percent of children will have difficulty with FL's though otherwise normal. Long-term dividends from FLES? No good evidence; badly needed. Effects of FLES on other subjects? Probably no adverse effects; but no evidence yet of positive effects. Instructional techniques? Start with speaking, work in the foreign language; present good models; live second-language-competent teacher in the classroom preferable to TV or tapes alone. Use a combination of methods. JBC

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59. DICTATION IN LANGUAGE LEARNING, by Jesse O. SAWYER and Shirley K. SILVER, University of California, Berkeley, in Language Learning, 1961, Vol. XI, 1 and 2, pp. 33-42.

In this article we discuss a technique for using dictations of two types: (1) Paragraphs to be recorded orthographically, and (2) Single items dictated to be recorded in a normalized or partially phonemic notation. Each dictation is presented three times, and areas of difficulty are marked but not corrected. The student is forced by the method of presentation to become aware of his difficulties in hearing and writing and to correct his errors. A large number of advantages to teacher and student make use of the dictations profitable. Student improvement is obvious and sometimes startling. JOS & SKS

60. THE EFFECT OF FOREIGN LANGUAGE INSTRUCTION ON BASIC LEARNING IN ELEMENTARY SCHOOLS, by Ch.E. JOHNSON, Fred P. ELLISON, and Joseph S. FLORES, University of Illinois, Urbana, Ill., in Modern Language Journal, May, 1961, pp. 200-202.

In this article we report the results of comparing two third-grade classrooms, the experimental group taught Spanish by native teacher, the control group receiving no foreign language, with respect to mean gain on Science Research Associates Achievement tests (arithmetic, English language, reading). Data subjected to t-tests reveals no significant differences between the two groups in the several categories. Though the sample was small and differing teachers may have been a factor, the tentative findings reveal that including foreign language instruction does not seriously affect general achievement. ChJ, FE, JF

61. EFFECTIVE PRACTICES IN SECONDARY FOREIGN LANGUAGE TEACHING, by John B. KLEE, Foothill Junior College, Los Altos, California, in Modern Language Journal, May, 1961, pp. 207-210.

In this article I discuss a number of effective teaching techniques based upon my own experiences both as a teacher of foreign languages in this country and as a Fulbright Exchange Teacher who taught English as a foreign language in Belgium, 1959-60. Practical activities of a conversational and cultural nature are discussed, including the setting up of a working letter-exchange program with students in foreign countries, the use of foreign-exchange students on campus in the FL classes, numerous oral and conversational activities, getting the most out of movies, literary reports and oral testing devices. JBK

62. AREA LINGUISTICS AND THE TEACHER OF ENGLISH, by Hans KURATH, University of Michigan, in Language Learning, March, 1961.

In this article I point out the need of providing the teacher of English with information on regional and social differences in usage, so that he can guide his students intelligently. I illustrate the problems the teacher has to face by drawing upon the collections of the Linguistic Atlas of the Eastern States. HK

63. COMMENT DOIT-ON ENSEIGNER LE FRANÇAIS AUX JEUNES FRANCO-AMÉRICAINS?, by Gérard-J. BRAULT, University of Pennsylvania, in Le Canado-Américain, April-May, 1961.

In this article I point out that our public and private schools have failed to exploit the linguistic resource of perhaps a million persons of French-Canadian extraction residing chiefly in New England. Unsympathetic teachers have all too frequently encouraged these native speakers to believe that they must first unlearn all the French they know if they are to learn the standard form, not realizing that the structure of French and its chief dialect are essentially the same. This method has yielded disastrous results. The answer does not lie in deluding them into believing that the difference in their speech is insignificant. Franco-Americans should be grouped homogeneously, properly motivated with cultural stimuli, and carefully led to bridge the gap between their speech and standard French. GJB

64. A PEDAGOGICAL TRANSCRIPTION OF ENGLISH, by J. Donald BOWEN, Philippine Center for Language Study, Pasay City, Philippines, in Language Learning, 1960, pp. 103-114.

In this article I point out that the form of a language transcription is properly determined by its purpose. Different purposes, such as analysis and teaching, justify different transcriptions. The choice of symbols for a pedagogical transcription should be based on (1) the associations of sound and symbol from first language literacy, (2) the associations of sound and symbol that will be useful for reading in the second language, (3) other transcription systems known to the user, and (4) the suggestive power of the symbol. Any symbolization should give an accurate, consistent, complete, economical representation of the system of speech sounds. I present a set of symbols proposed for Tagalog speakers learning English, with a discussion of reasons for particular choices. JDB

65. FOREIGN LANGUAGE LEARNING ABILITY, by Paul PIMSLEUR, Ohio State University, Columbus, Ohio, in Georgetown University Monograph Series in Languages and Linguistics, 1961. (In press).

In this monograph I report on a 3-year study of FL learning ability. Its goals are: 1) to break down the so-called "talent for languages" into specific testable components; 2) to construct a test battery for predicting achievement; 3) to construct a test battery for diagnosing student difficulties. It was found that 2 factors play by far the largest role in student achievement, verbal intelligence and motivation. These and other factors are discussed. Formulas for predicting traditional and audio-lingual achievement are presented. PP

66. AURAL RECEPTION OF SENTENCES OF DIFFERENT LENGTHS, by John W. BLACK, The Ohio State University, Columbus 10, Ohio, in The Quarterly Journal of Speech, February, 1961, pp. 51-53.

In this article I attempted to test the effect upon aural reception of sentences of different lengths--of 3, 5, 7, 11, 13, 15, and 17 words each. These were reproduced to listeners in 5 conditions of noise ranging from "quiet" to a relatively bad condition for hearing, four-decibel signal/noise ratio. The instruction to the listeners was "write the last three words of each sentence." Sentences were presented singly; the auditor did not have to decide the boundaries of a sentence. The task became increasingly difficult with longer sentences and with increased noise. Thus, sentence length (short-long) and environmental noise (little-much) have a common element for the listener. JWB

67. THE ART OF AUTO-INSTRUCTIONAL PROGRAMING, by David J. KLAUS, American Institute for Research, Pittsburgh 32, Pennsylvania, in Audio Visual Communication Review, March-April, 1961, pp. 130-142.

In this article I have described several techniques for preparing auto-instructional programs. In essence, auto-instruction promotes the orderly development of skills in much the same way as a good tutor might do. Lessons are presented in small, carefully sequenced steps, the student makes active responses which are carefully guided, and confirmation is given as to the correctness of each response. The procedure used in preparing materials must include their evaluation and improvement on the basis of responses made by trial subjects. Ten principles are given for the preparation of programed materials which should assist in carefully leading and guiding the student, one step at a time, toward the desired level of achievement. DJK

68. SO WHAT IS AUDIO-LINGUAL?, by Douglas C. SHEPPARD, Montana State University, Missoula, Montana, in Hispania, May 1961, pp. 292-296.

In this article I attempt to obviate misconceptions concerning the significance of "audio-lingual" in its application to the teaching of foreign languages. I suggest that the approach may not be satisfactory for the teacher who prefers to analyze language instead of using it, but for those who are of the latter persuasion, I suggest explicitly a way of beginning. These suggestions were intended primarily for the high school teacher, although they have application at any level. DCS

69. FRESHMAN FLs FOR FUTURE LANGUAGE TEACHERS, by William GILLIS, Moorhead State College, Moorhead, Minnesota, in The Modern Language Journal, May, 1961, pp. 224-5.

In this article I suggest that language classes for those planning to teach be scheduled for two hours a day, five days a week during the first year. In the first year the student would thus learn to handle the language with a degree of competence, review would be unnecessary, and he could go on to advanced courses in the next year. Advantages would lie in more efficient learning, a saving in time, and student attitude. How could this program fit into the college schedule? A resolve to experiment is necessary. WG

70. APPLIED LINGUISTICS - SPANISH - A GUIDE FOR TEACHERS (with an introduction by Simon Belasco) by Daniel N. CARDENAS, University of Chicago, Boston, Mass., D. C. Heath and Company, June, 1961, pp. 1-62.

In this book I attempt to show what constitutes good pattern practice, the vehicle of applied linguistics. This is done, not by theorizing, but by presenting concrete problems of language learning and offering a solution. The first part deals with Syntax, the second with Morphology, and the last with Phonology. Each problem is developed in seven parts: 1. point in question simply stated, 2. diagrammed and contrasted with English, 3. diagram explained, 4. examples from Glastonbury materials, 5. pattern practice drills, 6. problems for teacher trainee discussion, and 7. references. DNC

71. WHY DO WE SEND OUR UNDERGRADUATES TO GERMANY?, by Werner NEUSE, Middlebury College, Middlebury, Vermont, in The German Quarterly, May 1961, pp. 215-217.

In this article I call attention to the constantly increasing number of institutions which open "Junior Years" or other undergraduate schools for American students in Germany. While conceding that the basic idea of broadening the horizon of the young students may be good, I cast some doubts upon the maturity of the undergraduates who had neither the educational nor the linguistic background for study in a foreign country such as Germany. I suggest that we prepare our undergraduates in a full four-year program before sending them to a German university so that they can take full advantage of their stay. WN

72. SOUND-ARRANGEMENTS AND SOUND-SEQUENCES, by Yao SHEN, University of Michigan, Ann Arbor, Michigan, in Language Learning, June, 1960, pp. 17-32.

In describing languages, the linguist classifies phonemes into consonants and vowels, and then arranges them into CV, VC, CVC, CCV, VCC, etc. In learning to speak a language, one must control the sound-sequences: /me-, spli-/; /-et, -ispt/. Different languages may have similar sound-arrangements but different sound-sequences. Speakers of different languages with similar sound-arrangements but different sound-sequences have different learning problems and different learning loads in controlling the same foreign language. YS

73. ON IMPROVING THE STUDY OF FOREIGN LANGUAGES, decree of the USSR Council of Ministers in Pravda and Izvestia of 4 June 1961. Complete text translated in Current Digest of the Soviet Press, Vol. XIII, No. 21 (21 June 1961).*

This decree directs the Ministry of Education to change the university curriculum so as to assure that university graduates will have fluent command of a FL. It also makes provisions for smaller class size at the secondary level (drill sections); the establishment of schools in which a number of subjects will be taught in an FL; the upgrading in competency of FL teachers with insufficient training; the development of new texts that aim at conversation ability and translation without a dictionary.

74. TEACHING SPANISH: A LINGUISTIC ORIENTATION, by Robert L. POLITZER and Charles N. STAUBACH, The University of Michigan, Ann Arbor, Michigan, Ginn and Company, July, 1961, vi+136 pp.

In this book we deal with methods, materials, and especially the linguistic bases for teaching Spanish "in the new key." We treat method in the first part: applied linguistics, basic psychological assumptions, linguistic and non-linguistic procedures. Our second part gives a brief introduction to phonetics/phonemics, discusses teaching pronunciation, forms, syntax, vocabulary, and other phases for which linguistics offers specific analyses and suggestions. Pattern drills and other audio-lingual techniques are featured, and the problems arising from native-tongue interference are studied in some detail; special problems in Spanish for English speakers are carefully treated. RLP & CNS

75. THE TRANSITION TO THE CLASSROOM by Working Committee III, Evangeline M. GALAS, Chairman, Horace Greeley High School, Chappaqua, New York, in Modern Language in School and College, Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1961, Seymour Flaxman, Editor. pp. 42-51.

In this report we attempt to show how the teacher should effect the transition to the classroom from the training institution, whether he be an unexperienced recent graduate or an experienced teacher newly-trained at an NDEA language institute. We present the basic audio-lingual principles which should underlie his work in the classroom, discuss difficulties arising from both lack of experience and environment and present possible solutions for these. We discuss the role of the head of the department, the advisability of in-service training programs sponsored by state departments of education, and suggest ways of evaluating tests, both old and new, to see whether or not they meet today's demands. EMG

76. RUSSIAN - A GUIDE FOR TEACHERS, by Thomas F. MAGNER, Pennsylvania State University, University Park, Pa., D. C. Heath and Company, June 1961, 88 pp.

In this book I have analyzed significant categories of Russian phonology, morphology, and syntax in a manner best suited for presentation to American students. A bibliography of books and articles which will be helpful to the teacher of Russian has been appended; also included are several pages of materials for pattern practice. There is an index. TFM

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*Extensive quotations in PMLA, Number 4, Part 2, Sept. 1961, pp. vi-vii.

77. TESTING CANDIDATES FOR A UNIVERSITY COURSE IN LANGUAGE AND LITERATURE, by Elizabeth M. WILKINSON and Brian A. ROWLEY, University College London, W.C.1., England, in Modern Languages, June, 1961, pp. 56-64.

In this article we have only been concerned with the Entrance test for the German Department at University College London. The article is chiefly about that portion of the examination which requires the interpretation of a poem, and it contains no statistics. It falls into two parts, 1) describing our positive expectations; 2) giving examples of the recurrent errors into which candidates fall. It chiefly emphasizes the importance of treating literature as a distinctive mode of language, and the undesirability at this stage of approaching it from the biographical, philosophical, sociological or any other such angle. EMW

78. SOME CONTRASTIVE FEATURES OF ENGLISH AND JAPANESE, by Yuichi MITO, Kobe Commercial University, Tarumi, Kobe, Japan, in Language Learning, Vol. XI, 1 & 2 1961, pp. 71-6.

In English the idea of space or position (as opposed to that of time) seems to be extremely important. Words which indicate position or location--that have traditionally been called "prepositions" and "prepositional adverbs"--abound in the language. I refer to them as "Space Words." In sharp contrast with the Spatial Concept in English, the element of Time is of utmost importance in Japanese. Since Time, Change, and Action are so inextricably interwoven, the so-called "Verbs" occupy an important place in Japanese expression. One type of Verbs (supplementary or post verbs) perform the same function as do Space Words in English. YM

79. TECHNOLOGY AND EDUCATION, by Henry C. RUARK, Jr., Instructional Materials Consultant, State Department of Education, Salem, Oregon, in The Phi Delta Kappan, June, 1961, pp. 387-392.

In this article I summarize the whole range of recent developments in educational technology and their meaning for teachers and teaching. Three accelerating forces are identified as major causes for change in education,and the effects of these forces are sketched; changes in communication are related to changes in society with effects on learners, and major trends in curriculum and method are traced. The programed learning developments of recent months are placed in perspective with long-range developments of group-use media, and the requirements of new facilities and change in old facilities indicated. The problems of cost and complexity are touched upon, and implications of increasing educational technology for teachers and administrators considered. HCR

80. ZUR BILDUNG DES GENITIVS SINGULAR IM HEUTIGEN DEUTSCH, by George NORDMEYER, Yale University, New Haven, Connecticut, in The German Quarterly, May, 1961, pp. 277-281.

In this article I ask to what extent gender and case form go together in Standard Modern German. I find that the language is in a state of flux at the present, and that the development will most likely be toward a contrast masculine/neuter genitive singular in -s versus feminine genitive singular in zero. With this, old morphemic patterns will be regained, for the linking of case form and gender is, historically, peculiar to (Germanic and) German, and was disturbed--temporarily, I maintain--by sound changes in (classical) Middle High German. GN

81. FRENCH - A GUIDE FOR TEACHERS, by Albert VALDMAN, Indiana University, Bloomington, Ind., (Simon Belasco, editor), D. C. Heath and Company, Boston, 1961.

In this book I have attempted to present a description of contemporary Spoken French, structurally oriented and based on careful and formal usage. I begin with the syntactic level and use a modified version of Pike's tagmemic approach. In the Morphology I deal primarily with adjective and verb inflection taking into account the dynamic force of analogy on the basis of the "regular" patterns. In the Phonology I distinguish between the perception and imitation of contrasts and the more accurate imitation of native pronunciation; I also discuss the frequency and distribution of contrasts, particularly as it affects the mid-vowels and un. I have provided sample pattern drills to illustrate the teaching of the more important aspects of French. AV

82. PIONEERING A SPANISH PROGRAM IN THE ELEMENTARY GRADES published by Harr Wagner Publishing Company, 609 Mission St., San Francisco 5, August, 1961.

In this handbook we offer suggestions that will serve as guideposts for the administrator about to launch an audio-lingual-visual program of Spanish instruction in the elementary grades. Recommendations are made regarding such topics as selecting and training regular classroom teachers for this work; finding time in the school day for Spanish instruction; materials, teacher-training, procedures, activities, and evaluation devices correlated to each stage of the program (i.e., Stage 1, Orientation; Stage 2, Development of Conversation and Reading Skills; Stage 3, Development of Conversation, Reading, Writing and Syntactical Skills); choosing grade levels at which to introduce each stage; and evaluation of the program in general. HW Pub Co.

83. AN INTENSIVE LANGUAGE COURSE IN GUATEMALA, by David G. FOX, Summer Institute of Linguistics, Guatemala, Central America, in Language Learning, Vol. IX, 1961, pp. 95-101.

In this article I describe a course in the Quiche Indian language given to a group of North Americans in Guatemala. I evaluate the course in the light of some of the more modern approaches to language learning, and conclude that a language learning program, to be truly "intensive" should make use of every possible reinforcing element, including "listening," "speaking" (includes "mimicry"), "reading," "composition," "memorization" and the use of the language in social contexts. For maximum stimulation and greatest overall effect these elements should, as nearly as possible, be introduced simultaneously in classroom sessions, extra drill sessions and outside assignments. DGF

84. A COMPONENT-TYPE GENERAL PURPOSE TEACHING MACHINE OF OPTIMUM CAPABILITY FOR CURRICULUM DEVELOPMENT, by Leonard C. SILVERN, Hughes Aircraft Company, Culver City, California, in Human Factors, Fall, 1961.

In this paper I describe factors which act to constrain the curriculum development in teaching machine technology to one mode and proceed to describe a mechanism which will provide greater flexibility. In multiple-choice, the non-branching and branching-review modes are delineated. In oral-completion, the echoic and discussive modes each consisting of instantaneous, delayed and instantaneous-delayed are described. In written-completion, the demand and timed modes are outlined. Man-machine system diagrams are used to describe the environments. LCS

85. PROGRAMED LEARNING IN LATIN, by Waldo E. SWEET, University of Michigan, Ann Arbor, Michigan, in The Foreign Language Courier, June, 1961, pp. 4-6.

In this article I announce the preparation of a programed course covering four years of high school Latin for Encyclopedia Britannica Films. Sample frames are given with both oral and written responses. It is suggested that the function of the teacher when the student can learn the language itself through such a program will be to help the students interpret the literature. It is predicted that the teacher will need (and have) more time to improve his own command of the language and literature. WES

86. LINGUISTICS AND FOREIGN LANGUAGE TEACHING, by Robert LADO, Georgetown University, Washington 7, D. C. in Language Learning Special Issue No. 2, March 1961, pp. 29-41.

In this article I illustrate the range of information that modern linguistics can offer the foreign language teacher, some recent contributions of linguists to foreign language pedagogics, and one linguistic method of teaching, an oral approach. The linguistic information is illustrated by means of a Spanish sentence through which are shown sounds, stress, rhythm, intonation, vocabulary, morphology, syntax, dialect, and cultural information with some differences with English. The illustration of method presents a pattern practice. RL

87. AUTO-INSTRUCTIONAL DEVICES ALIAS TEACHING MACHINES, by Henry C. RUARK, Jr., Instructional Materials Consultant, State Department of Education, Salem, Oregon, in The Oregon Education Association Journal, January, 1961, pp. 15-18.

In this article I attempt to provide an overview of the area of programed learning, answering the questions: "What is a teaching machine? What can it do? How does it accomplish the instructional task?" Where can it be applied in practical classroom work? How will these new devices influence instruction?" Types of teaching machines, linear and branching programing, basic programing techniques, and basic learning principles involved and types of learning for which programs may be effective, are considered. Areas of usefulness of programed learning and teaching machines are discussed through statements of leaders in the field, and some implications for teachers and administrators are touched upon. The idea that programed learning is only one side of the picture -- group use of materials being the other -- concludes the article, with a bibliography. HCR

88. A PRACTICAL APPROACH TO THE ADJECTIVE ENDING RULES, by Ernest N. KIRRMANN, Sweet Briar College, Sweet Briar, Virginia, in The German Quarterly, May, 1961, pp. 274-276.

In this article I try to simplify the teaching of the three sets of adjective endings by making the "strong" and the "mixed" adjective paradigma functions of the "weak" by means of this RULE: A German noun, when preceded by an adjective, must have its case shown. The COROLLARY of this rule then is: In the absence of a der or an ein word, or when the ein word lacks the characteristic ending of der, the attributive adjective(s) must assume that missing ending of der and, thereby, show the case of the noun. The rule is substantiated and derived from the fact that German nouns which customarily do not use an article, do so in the presence of an attributive adjective (der lange Hans, im schönen Berlin, aus reinem Gold). ENK

89. APPLIED LINGUISTICS - GERMAN - A GUIDE FOR TEACHERS, by James W. MARCHAND, Vanderbilt University, Nashville, Tennessee, published by *D. C. Heath Company*, Boston, 1961.

In this book I offer a modified structural description of German syntax, morphology and phonology, in that order, with suggestions as to exercises based on this description. The description is intended to permit proper generation of German, and is not meant to be a description of how Germans speak German. The novelties in the approach are in the field of word-order and the description of the verb, both of which are more rigorously treated here than elsewhere. I have avoided technical jargon wherever possible, using no quasi-mathematical notation whatever. There is a preface by Simon Belasco, the general editor of the series, in which he discusses linguistics and language teaching and drills based on the 'linguistic' approach. JWM

90. SOME PROBLEMS OF LANGUAGE TEACHING, Part One, by Mark GILBERT, University of London Institute of Education, in *Modern Languages*, June, 1961, pp. 65-71.

In this article I discuss: 1) the position of oral work in a language course. Oral work is the surest way of acquiring mastery of language patterns. Translation as means of practising patterns is useless. 2) question of speed at which different classes can acquire solid mastery of elements. It is wrong to "push on" with weaker pupils. 3) the textbooks are very much overloaded with vocabulary and grammar. Grammatical categories should not be introduced as a whole. Conversion and substitution exercises, including "gap-fillers", give an *illusory* appearance of providing thorough "direct method" practice. For methods of presentation and practice see Part Two. MG

91. A SUGGESTION FOR THE PREPARATION OF LANGUAGE LABORATORY TAPES by Kenneth E. KEETON Florida Presbyterian College, St. Petersburg, Fla., in *The Modern Language Journal*, May, 1961, pp. 225-26. Vol. XLV-5.

In this article I maintain that language tapes need not be acoustically or even linguistically flawless; it may not even be desirable if the teacher is aware of the deviation from the standard. The boredom of students, when confronted by "canned" voices, can be somewhat overcome by informants whom the students come to know. Though actually far from the classroom these informants can become personalities through the use of pictures, letters (taped or written), and through the narration of personally shared experiences on the part of the teacher. For an imaginative student, little more need be provided. KK

92. PREPARATION OF COLLEGE AND UNIVERSITY LANGUAGE TEACHERS, Jack M. STEIN, Harvard University, Cambridge 38, Mass. in *PMLA*, May 1961, pp. 12-14. (Address given at the General Meeting on the Foreign Language Program in Philadelphia, Dec., 1960)

In this address I call for a reorganization of PhD programs to provide better preparation for college and university teaching. Scholarly training, which should remain the chief concern, should be supplemented by a modest amount of teacher training, including an introductory course in linguistics and professional teaching matters, and practice teaching (beginning in the second year of graduate study, *after* the introductory course has been taken) under careful supervision. General PhD exams should include demonstration of competence in the four language skills, professional preparation and application of linguistics to second language learning. The NDEA Proficiency Tests for Teachers and Advanced Students are recommended for this. JMS

93. A SERIES OF TAPE-RECORDED DRILLS DESIGNED TO FACILITATE THE LEARNING OF STANDARD FRENCH BY SPEAKERS OF CERTAIN VARIANT FORMS OF THE LANGUAGE, by Gerard J. BRAULT, University of Pennsylvania, Philadelphia 4, Pennsylvania, in Language Development Program, Title VI, National Defense Education Act of 1958, Research and Studies, Report on the First Two Years (Washington, D.C., 1960), p. 14, item 48.

In this project I tape-recorded several interviews with nine informants of French-Canadian extraction residing in New England. Each interview consisted of a series of tests designed to bring out the chief characteristics of the French spoken at two main social levels. A mimeographed Transcript accompanies these tapes. I also analyzed their contents in an 82-page mimeographed Manual. A 61-page Workbook offers a series of drills to assist interested individuals in adapting their speech to standard French forms. The Manual and Workbook are primarily designed to acquaint adult New Englanders of French-Canadian extraction with points of contrast between their speech and the standard form and for training teachers of French-Canadian extraction. GJB

94. PROFICIENCY TESTS IN MODERN FOREIGN LANGUAGES, by Wilmarth H. STARR, New York University, New York 3, New York, in PMLA, May 1961, pp. 7-11.

In this paper I describe the level, content, and potential uses of the sixty-two tests, in two parallel batteries, in five languages and seven areas, of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. I report on three sensitive areas of the profession, linguistics, culture, and preparation of teachers, as a result of observations made during the test development. I list eight functions that the tests may be expected to fulfil. WHS

95. A PROGRAM OF HISPANIC STUDIES FOR THE COLLEGE STUDENT, Gardiner H. LONDON and Robert G. MEAD, Jr., University of Connecticut, Storrs, Connecticut, in Hispania, May 1961, pp. 385-406.

In this article we have sought to provide an orientation for the student who is thinking of specializing in Spanish at university level, by offering 1) a notion of what programs are available in and out of the Liberal Arts area, and what studies in language and literature may mean; 2) some information on those materials that may help in understanding the implications of such a specialization; and 3) some notes on where to obtain these materials. GHL

96. SPRACHE ALS GEISTIGE LEBENSFORM, by Volkmar SANDER, Vassar College, Poughkeepsie, New York, in The German Quarterly, May 1960, pp. 264-273.

In this article I caution that with the new emphasis on language instruction the distinction between Spracherziehung and Sprecherziehung not be lost, for to learn a language implies more than to converse in a different tongue. It involves penetrating into the spiritual habitus of a people, that to improve one's style means to improve one's ideas, that, indeed, logical thinking and articulation is not possible without a thorough comprehension of what goes into the making of a language, from structural analysis and semantics to Wittgenstein's "word games." VS

97. A SURVEY AND ANALYSIS OF CURRENT TEACHING-MACHINE PROGRAMS AND PROGRAMING, by Joseph W. RIGNEY and Edward B. FRY, University of Southern California, Los Angeles 7, California, in Electronics Personnel Research Group Technical Report #31, February, 1961, 145 pp. incl. tables, 63 refs. (also pub. by DAVI of NEA as Supp. 3, Vol. 9, No 3 to A-V Review, price $2.00)

In this report we surveyed t-m programs and programing techniques as they existed at the end of 1960. 81 programs are represented in the appendix, which we believe to constitute over 75% of the total number available. The object of the report is to present a cross-section of this field to those who need to know about, but are not working in, the field. It is an interpretative and descriptive report, rather than a survey of the research literature or of popular research issues. We attempted to define common terms in the field, summarize programing rules and techniques, describe available programs and present samples, and outline the factors which suggest the complexity of the educational context in which programed learning must find a place. JWR & EBF

98. EXPLOITING THE POTOSI OF COMMERCIAL LANGUAGE RECORDINGS: by G. MATHIEU, Orange County State College, Fullerton, Calif., & J. S. HOLTON, Sacramento State College, Sacramento, Calif., in Hispania, September, 1961, pp. 585-587.

In this article we describe and exemplify a technique whereby many commercial language recordings may be transformed and expanded into a more complete exercise for use in the language laboratory. Since most of these recordings consist only of a recorded text, they provide a minimum of language practice, either for guided comprehension or for active assimilation. They provide, however, the raw material of more thorough going drills such as those described in this article. GM & JSH

99. LINGUISTICS AND ENGLISH COMPOSITION, Albert H. MARCKWARDT, The University of Michigan, Ann Arbor, Michigan, in Language Learning, March 1961, pp. 15-23.

In this article I point out that linguists have not successfully explained to English teachers the reasons for their initial concern with the spoken language, that there has been insufficient research on native language learning, particularly on the expansion of patterns during adolescence, and suggest a re-examination of language learning along the lines of the anthropologist's discrimination between formal, informal, and technical learning. AHM

100. DICTIONARIES AND LINGUISTICS, by Harry R. WARFEL, University of Florida, Gainesville, Florida, in College English, April, 1961, pp. 474-478.

In this article I state that (1) Noah Webster invented the science of etymology, and that his presentation of sources and cognates but not his theory of the origin of language is followed. A new theory of etymologies, as well as a new mode of presenting them, is needed. (2) The code and the structure of the code of a language must take precedence over vocabulary. (3) The principle of functionality underlies the operations of languages at all levels, so that a kinship in systematic organization exists among all languages. (4) An up-to-date description of the syntax and the operations of language at the structural level is a desideratum in dictionaries. HRW

101. TEACHING ENGLISH SOUNDS TO TAMIL SPEAKING STUDENTS, by Johng Y. SOHN, U. S. Army Language School, Monterey, California, in U. S. Army Language School Review, Spring, 1961, pp. 16-32.

In this article I presented the results of my project on teaching of the American English segmental sounds to a Tamil speaking student. The project followed Dr. Lado's method. However, it did not cover any suprasegmental features. It was imperative at first to make a contrastive analysis of the phonetic and phonemic features of the two languages. On the basis of the analysis, the contrasting features of the vocalic and consonantal sounds and their clusters were tackled progressively from the easiest to the hardest. This scientific method brought about very gratifying results. I, on the other hand, emphasized contextual drill rather than drill on the segmented and isolated sounds, although brief introduction and drill of the contrasting sounds is advisable from the pedagogical point of view. JYS

102. SPANISH COMPOSITON AND CONVERSATION, by James J. RYAN, Northeastern University, Boston, Mass., in Hispania, May 1961, pp. 297-301.

In this article I offer suggestions on materials and methods to be used in Spanish Conversation and Composition courses. After a brief word about textbooks and periodicals I list in detail exercises and procedures which could be employed to advantage both in written and oral work in the course. These are listed in a specific order which would form a progressive plan for teaching the course. In addition, there are some general comments on the nature of composition, including a few definitions from other articles on the subject. The article is intended to be a guide to a more effective and interesting course. JJR

103. GUIDELINES TO LANGUAGE TEACHING IN THE CLASSROOM AND LABORATORY, by Don R. IODICE, University of Hawaii, Honolulu, Hawaii, published by Electronic Teaching Laboratories, Washington, D. C., 1961, pp. 1-60.

In this booklet I have attempted to highlight techniques of the New Key in classroom and laboratory teaching. Although much of the material is applicable to college level, I have written this material for the many high school teachers who are interested in the new techniques and "hardware" for language teaching, and I have tried to answer some of their more pressing problems concerning preparation of materials, testing of student work, and administration of the laboratory. DRI

104. TEACHING ENGLISH VERB AUXILIARIES by Richard S. PITTMAN, Summer Institute of Linguistics, University of North Dakota, Grand Forks, North Dakota, in Language Learning, Vol. 11, Nos. 1 & 2, (1961), pp. 13-15.

In this article I identified English verb auxiliaries as Be..-ing, Have...-En, - ED, and a class whose members are CAN, MAY, SHALL, WILL. BE occurs immediately preceding main verb, HAVE in second pre-verb position, WILL in third, -ED suffixed to most remote auxiliary, or to main verb if none of these three are present. -ing occurs once-removed from BE and -EN likewise from HAVE. I present the data as a testable problem with anwer and rules. RSP

105. TWO MODELS OF A STUDENT, by Eugene GALANTER, University of Pennsylvania, Philadelphia, Penn., in *Teachers College Record*, December 1960, pp. 187-194.

In this article I pose the problem of the value of learning theories that are alternatives for classic connectionism. The place where these new learning theories can be exemplified is in programed learning (teaching machine) instruction. The proposed theory includes hierarchical rather than sequential storage of information and the distinction between instruction and description as the form in which subject material should be prepared. EG

106. CHORAL PATTERN DRILLS, by G. MATHIEU, Orange County State College, Fullerton, California, in *The Modern Language Journal*, May, 1961, pp. 215-6.

In this article I examine the reasons why a pattern drill when done as choral practice in class is less effective than in the lab. A pattern drill works on the stimulus-response principle: the learners' verbal behavior is creative while in a mimicry-memorization exercise it remains echoic. However, when done in choral groups in class, it is only the "quick" learners who have a chance to "respond;" the majority are *nolens volens* forced to "repeat" the "response" already formulated for them. By merely echoing what has already been said the majority is thus robbed of the very learning value of the stimulus-response technique. Inevitably the learning gap between the "quicker" and slower students widens with each class. GM

107. MEASUREMENT OF FLUENCY--DIRECT AND INDIRECT, by Leon V. VASU, U. S. Army Language School, Presidio of Monterey, California, in *Review, US Army Language School*, Spring, 1961, pp. 1-15.

In this article I propose to discuss direct and indirect means of measuring rate of production, stress, and intonation. After reviewing some of the techniques used in tests, I reach the conclusion that neither the direct nor indirect method of testing fluency is immune to criticism: the direct method because it cannot be divested of subjectivity, and the indirect method because of the impossibility to establish the direct interdependence of the correlating factors in determining the degree of fluency. LVV (R)

108. TRANSFER OF VERBAL MATERIAL ACROSS SENSE MODALITIES, by Paul PIMSLEUR and Robert J. BONKOWSKI, University of California, Los Angeles, in *Journal of Educational Psychology*, April 1961, 52 pp. 104-107.

In this experiment, we presented a list of 10 paired associates (dissyllabic nonsense words as stimuli; color names as responses) randomly, 1st through one modality then through another. Half the *Ss* learned the pairs 1st through the visual modality and then relearned them through the auditory modality; the other half vice versa. The *Ss* took fewer total trials to achieve both aural and visual mastery when the order of presentation was aural + visual. Findings suggest aural presentation has greater facilitating effect upon subsequent visual presentation than conversely. They appear to support the notion that aural instruction should precede visual when the goal is both reading and aural comprehension. PP

109. ON TEACHING FRENCH CIVILIZATION, by Ira O. WADE, University of Princeton, Princeton, New Jersey, in The French Review, May 7, 1961, pp. 556-561.

In this article I attempted to show that the tendency in the teaching of languages is to incorporate with them the teaching of civilization. I pointed out, however, that there is no agreement on the part of the teachers concerning this teaching of civilization. While some feel that teaching the language requires all the time allotted to them, others feel that it is their job to teach literature, not civilization. Still others subscribe to the teaching of civilization but are rather confused as to just what this implies. In conclusion, I attempted a definition of civilization and I suggested two ways in which we might pursue our own training as preparation for the teaching. IOW

110. NUCLEATION, by Kenneth L. PIKE, University of Michigan, Ann Arbor, Michigan, in The Modern Language Journal, November, 1960, pp. 291-95.

In this article I attempt to illuminate initial problems of language learning by analogy with problems in the formation and growth of crystals. Use of language in social context promotes integration of words into a "crystal" structure. Drill and patterns develop the "growing edge" in an accurate or "regular" formation. KLP

111. SPANISH: LISTENING, SPEAKING, READING, WRITING. GRADES SEVEN THROUGH TWELVE., by James S. HOLTON, Sacramento State College, Sacramento 19, Calif., et al. Bulletin of California State Department of Education, Vol. XXX, No. 4, May, 1961, 69 pp.

In this booklet we have attempted to establish guidelines for the teaching of Spanish in California which are in keeping with contemporary FL pedagogical theory. We have outlined a basic philosophy, with some explanation of what the linguistic and psychological reasons are for holding such beliefs. We have adopted the concept of levels of FL study and tentatively define their content for Spanish. We give also a number of specific examples of techniques useful in teaching Spanish, particularly with reference to teaching and testing the often neglected audio-lingual skills. JSH

112. LATIN AMERICAN AREA PROGRAMS, by Harvey L. JOHNSON, Indiana University, Bloomington, Indiana, in Hispania, May, 1961, 304-307.

The Latin-American area is of prime significance to the United States. Spanish-American literature and Latin-American history have always been the most popular subjects. Some 44 institutions have Latin-American area studies programs. Faculty participants benefit greatly through collaborating in an interdisciplinary cross-cultural approach. A good, sound undergraduate program has courses on the history of Latin America, geography of Latin America, Spanish language and Spanish-American literature, the Indian and Negro in Latin America, Latin-American politics and economic problems, Fine Arts, and several interdepartmental courses. Adequate library resources are an absolute necessity. HLJ

113. A COMPARISON OF TWO RESPONSE MODES IN AN AUTO-INSTRUCTIONAL PROGRAM WITH CHILDREN IN THE PRIMARY GRADES, by Evan R. KEISLAR and John D. MC NEIL, University of California, Los Angeles 24, California. Presented at the American Psychological Association, September, 1961.

In this paper we reported that in two schools, a total of 200 primary grade children, divided into two matched groups, were individually taught by a teaching machine a three-week unit in physical science. The Overt Response Group was required to respond to each frame by selecting the correct answer before the program would advance. The Non-Overt Response Group merely observed the entire program as it was automatically presented. The difference between the two groups was not significant in either school. ERK

114. THE TEACHING OF ENGLISH IN INDIA, by Leslie A. HILL, The British Council, India, in English Language Teaching, January-March, 1961, pp. 49-56.

In this article I point out that the English syllabi in India are based on what was possible before Independence, when English was taught for more years and was the medium of instruction. Now the syllabi are unrealistic, and students can get through only by memorizing model answers to expected examination questions. This leaves no time for really learning English. I suggest (a) having more realistic standards; (b) teaching the students English, not teaching them prescribed texts; (c) having examinations that really test command of English; (d) training teachers to teach a command of English; (e) putting principals and inspectors into the picture about new methods; (f) placing the teaching of English literature on a realistic footing. LAH

115. PROGRAMING BY TEACHERS FOR THE SCHOOL CURRICULUM, by P. Kenneth KOMOSKI, President, The Center for Programed Instruction, New York 24, N.Y., at American Psychological Association Meetings, September, 1961, 7 pp.

In this report I advocated the use of programed instruction as a vehicle for curriculum change, as already in process at Newton, Massachusetts, Ulster County, N.Y., and the Collegiate School, N.Y.C. When a teacher does some programing, he seems to gain a new and sharp perspective on the learning process. The Center's function is to help schools to be independently competent to handle this new medium, its testing, application, and evaluation. PKK

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116. BEGINNING FOREIGN LANGUAGE STUDY UTILIZING DRAMATIC MOTION PICTURES AND PROGRAMED LEARNING MATERIALS by Gerald NEWMARK, System Development Corporation (SDC), 2500 Colorado Blvd., Santa Monica, Calif., SDC document FN-(L)-5873, Sept. 1961, 42 pp.

In this paper I describe a plan for integrating combinations of media, materials, and techniques in a total instructional system. Motion pictures and programed learning materials, together with other teaching aids, provide the essentials for an integrated audio-lingual-visual program for classroom, language laboratory, home, and TV instruction in both teacher- and self-instructional courses. Field research is planned to study the effects on student motivation, achievement, and retention of 1) type of instruction (fluent teacher, non-fluent, student self-instruction), 2) sequence of instruction (extended period of comprehension preceding speaking, comprehension and speaking together, 3) types of materials (programed materials, programed materials and motion pictures). GN

117. THREE YEARS OF THE LANGUAGE DEVELOPMENT PROGRAM (NDEA) TITLE VI by Kenneth W. MILDENBERGER, U. S. Office of Education, Washington 25, D.C. in Modern Language Journal, November 1961, pp. 289-292.

In this article I summarize the objectives and activities of the Language Development Program authorized in the National Defense Education Act of 1958. In the first three years, 133 institutes have been conducted for a total of 6,500 elementary and secondary school teachers. Forty-seven language and area centers were designated for Federal aid to strengthen instruction principally in the languages and related area subjects of Asia, Africa, and the Soviet World. A total of 1412 graduate fellowships were awarded to individuals studying the uncommonly taught languages. And a vast program of studies, research and materials development has been initiated. KWM

"Keep abreast to Stay ahead"

118. PREPARATION OF COLLEGE AND UNIVERSITY LANGUAGE TEACHERS by Jack M. STEIN, Harvard University, Cambridge 38, Mass. in PMLA, May 1961, pp. 12-14.

In this address I make a plea for re-examination of our PhD programs, in particular to include training in problems of teaching. I offer suggestions as to how this can be done with a minimum of interference with the student's scholarly program. Central are the appointment of a senior department member to be in permanent and complete charge of the training program, and the inclusion of a course in language and the teaching of a second language during the student's first graduate year, before he begins teaching. PhD exams should include pedagogical as well as scholarly matters. The NDEA Proficiency Test could well be used for this. I list other problems which await the attention of our graduate departments. JMS

119. BASIC PROBLEMS AND CURRENT RESEARCH IN YUGOSLAV DIALECTOLOGY by Pavle IVIĆ, Columbia University, Slavic Department, NYC 27, and University of Novi Sad, Filozofski fakultet, Yugoslavia, in Slavic and East European Journal, New Series, Vol. V(XIX)(1961) pp. 103-109.

In this paper I try to give a brief account of the basic problems of Yugoslav dialectology from the viewpoint of Slavic studies at large and of general linguistics. Yugoslav dialectology comprises the dialectologies of three languages: Serbo-Croatian, Slovenian, and Macedonian. Yugoslav dialects show a surprising typological variety. The main differences in phonological structure concern the function of distinctive prosodic features. In central Serbo-Croatian dialects the prosodic pattern, and also the consonantism, coincide to a remarkable extent with the late Common Slavic situation.--Atlases of all 3 Yugoslav languages are now in preparation. PI

120. SOVIET STANDARDIZATION OF RUSSIAN by Morton BENSON, University of Pennsylvania, Philadelphia 4, Penna., in Slavic and East European Journal, V, Fall, 1961. pp. 263-278.

In this paper I show that in the last twenty-five years, significant normative-descriptive works on Russian have been published within the Soviet Union. Attempts to complete the standardization of Russian have, to be sure, begun to take form only recently, with works emanating from the Section for Contemporary Literary Language and Speech Culture of the Russian Language Institute of the Soviet Academy of Science. Other works published in the Soviet Union, however, are not consistently normative. Dissatisfaction with this lack of consistent standardization has been expressed often. This dissatisfaction is probably strongest among teachers of Russian who rely heavily on the standard. MB

121. BI-LINGUAL CONTRASTIVE VOWEL CHARTS by Leon V. VASU, U. S. Army Language School, Presidio of Monterey, California, in Review, US Army Language School, Summer 1961, pp. 12-23.

In this article I give a model of technique to make a workable bi-lingual contrastive chart of practical use to text writers of foreign languages. On a somewhat modified chart of Gleason's, a chart of Romanian vowels is superimposed while respecting the relative positions of the vowels. Then, the theoretical and practical conclusions for the writer and teacher are drawn. LVV

122. ON THE ADVANTAGES OF AUDIO-LINGUAL PROGRAMMING by F. Rand MORTON. The Institute for Behavioral Research and Programmed Instruction, 1315 Hill Street, Ann Arbor, Michigan. Paper read at AMA Conference on TM and Programmed Learning. Los Angeles, November 15-18, 1961.

In this paper I describe the advantages of using an audio stimulus and spoken constructed response in self-instructional programs for all disciplines or skills. Audio stimuli and response are compared in efficacy to their written or textual counterparts in conventional programming and it is suggested that on the basis of behavioral research and operant psychology greater control can be exercised over both the instructional material presented (stimuli) and the responses of the learner if work is done on a purely acoustic level. I defend the usefulness of the machine and deplore the cliché that " it is the program alone that teaches." Finally, I warn against the present use of self-instructional materials in turning out the "silent student" and a "well informed generation of mutes." FRM

123. LITERATURE, AREA STUDY AND HISPANIC CULTURE by Howard L. NOSTRAND, University of Washington, Seattle 5, Wash. (State), in Hispania, Sept. 1961, pp. 465-472; also in Tenth Yearbook of General and Comparative Literature, Indiana University, 1961.

In this article I have tried to show how the study of literature, while pursuing its own central concerns, can contribute along with the social sciences toward a description of a culture's essential features. These can be organized, I have maintained, as "themes" of the culture. I have illustrated with several likely themes of Hispanic culture, and have suggested that this culture might reasonably be selected for a first interdisciplinary effort to synthesize a thematic description. HLN

124. AN EXPERIMENT IN INTEGRATING BIOLOGY AND SPANISH by Everett V. O'ROURKE, California State Department of Education, Sacramento, California, in the California Journal of Secondary Education, November 1960, pp. 427-36.

In this article I am reporting a team teaching project integrating biology and Spanish conducted at three high schools in Tulare County, California. The biology teachers did not know Spanish and the Spanish teachers were not biologists; however, they coordinated basic purposes and learning procedures, defined the objectives for both subjects, developed selected units most suitable for the integrated approach, selected appropriate audio and visual teaching materials and made tapes and devised other materials when none were available. The cooperation of the Tulare County Schools Office helped to assure success of the project. Non-selective students enrolled in the biology and Spanish classes. All teachers stated that the students learned more Spanish and more biology than students in previous classes. EVO'R

125. AATG CONTEST EXAMINATIONS by Elizabeth E. BOHNING, The University of Delaware, Newark, Delaware, in German Quarterly, November 1961, pp. 463-70. Vol. XXXIV No. 4.

In this article I summarize the results of the 1961 AATG Contest for Secondary School Students and then outline the contents of the projected 1962 tests as follows: Aural comprehension, structure, teaching comprehension, writing, culture. The fourth year examination also includes a test of speaking ability. I also comment upon suggestions made by area chairmen and teachers regarding the administration and construction of the examinations. EEB

126. THE ESTABLISHMENT OF FL (GRADES 7 AND 8) IN JUNIOR HIGH SCHOOL by Paul M. GLAUDE, New York State Education Department, Albany, New York, in Modern Language Journal, October 1961, pp. 269-274. Vol. XLV, Number 6.

In this article I try to provide some guidance for effective programs at the JHS level. I do this by considering the common general and specific purposes of FL JHS, by isolating the three general kinds of programs, and by discussing those programs in some detail under the following headings: Continuation of FLES; Beginning in Grade 7; Continuing in Grade 8; Beginning in Grade 8. Finally, I enumerate some principles possibly basic to the establishment of FL JHS (7-8). PMG

127. MODERN SPANISH IN THREE HOURS. AN INFORMAL REPORT by Dean H. OBRECHT, The University of Rochester, Rochester, New York, published by Harcourt, Brace & World, New York, May 1961, p. 13.

In this booklet I attempt to show a sample, workable system for using Modern Spanish in a beginning course with a relatively small number of contact hours. Attention is called to the fact that this is basically a "self-taught" course, with emphasis on speeding and ensuring learning, rather than on teaching. Classroom and testing procedures calculated to reinforce this concept are given. Considerable emphasis is laid on maintenance of the basic oral viewpoint, including the matter of grading so as to stimulate maximum student effort in the direction of oral skills. DHO

128. SENSORY INTERRELATIONSHIPS IN THE AUTOMATED TEACHING OF FOREIGN LANGUAGES by James J. ASHER, San Jose State College, San Jose, California, read at The First Conference of Language Programmers, University of Michigan, April 1960.

In this research project I designed three experiments to study the effects of learning a foreign language, Spanish, through one sense modality, then relearning through a different sense modality. I found that initial learning by vision and relearning by audition was superior to the reverse sequence of audition, then vision. Other factors shown to be important in language learning were sensory dominance and guessing behavior. A series of theoretical constructs were presented to explain the inter-sensory differences. Also, the report describes novel methodological techniques which permit random access to visual and auditory materials. JJA

129. TEACHING THE FRENCH VOWELS by Albert VALDMAN, Indiana University, Bloomington, Indiana, in Modern Language Journal, October 1961, pp. 257-262.

In this article I describe the French vowel system in terms of a set of articulatory feature oppositions. I then present distributional information which suggests that only those vowel contrasts made consistently by all speakers in all positions should be drilled intensively, and that a transcription system more realistic and pedagogically useful than the IPA alphabet should be used in the teaching of French pronunciation. I discuss in detail two of the more serious English - French interferences: the diffusion of nasality and the gliding of final vowels and conclude with an outline of step-by-step procedures which can be applied in teaching the French vowels. AV

130. ARITHMETIC DRILL IN FLES by Dorothy E. LARSEN, Woodbridge, Connecticut, in Modern Language Journal, November 1961, pp. 300-302.

In this article I attempt to demonstrate how sound arithmetic procedures can be incorporated into a well rounded FLES program to the mutual benefit of arithmetic and the foreign language. Numbers are introduced in the first stages of the language course and there is continual practice with them in the form of counting, facts, and games. The same practice and manipulation that is used in learning a language can be used advantageously in number work in that language. The arithmetic program benefits by having drill given in an area where routine classroom repetition would be monotonous. In addition, I indicate how the study of currency, measurement, maps and graphs, enrich both the arithmetic and foreign language programs. DEL

131. WANTED: A RESEARCH BASIS FOR EDUCATION POLICY ON FOREIGN LANGUAGE TEACHING by John B. CARROLL, Harvard University, Cambridge, Mass., in Harvard Educational Review, Spring 1960, pp. 128-140.

In this article I point to the lack of research evidence for many of the educational policy decisions which are being made with regard to FL teaching. Answers are needed to such problems as: who should be taught (the aptitude problem); at what age it is wisest to start; under what conditions does learning one FL help in learning another; at what rate persons of different levels of aptitude learn FLs, and how long does it take to produce specified degrees of competence; what are the best methods for teaching FLs; what is the utility of the language laboratory or the teaching machine; and how adequate are available language learning materials. Some of the evidence on these questions is briefly reviewed. JBC

132. THE IMPORTANCE OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL by Marjorie C. JOHNSTON, U. S. Office of Education, Washington, D.C., in Looking Ahead in Foreign Languages,(California State Department of Education), 1961, pp. 25-28.

In this article I report a national shortage of language specialists and also of people in other fields who have the foreign language proficiency that their work requires. Schools can help meet these national needs by providing longer sequences of study and placing proper emphasis on oral communication, by increasing the offerings to give more young people opportunities to learn a second language, and by giving children of non-English-speaking backgrounds a chance to learn to read and write what they already speak and understand. In the elementary school, the objectives fall into two major categories: general educational value (including the experience of second language learning), and the development of skills, with emphasis on ability to comprehend the spoken language and to express oneself orally. MCJ

133. ONE CITY'S SOLUTION TO THE LANGUAGE LABORATORY PROBLEM by M. Phillip LEAMON, Indiana University, Bloomington, Indiana, in International Journal of American Linguistics, Vol. 26, No. 4, October 1960, pp. 104-106.

In this report I explain briefly the preparation made by a typical large midwestern city, (Indianapolis, Indiana) to provide language laboratories for the city's high schools and help the foreign language teachers to get ready for the labs and to use them effectively. Preliminary planning, costs involved, and a modest in-service preparatory workshop for the teachers are discussed. MPL

134. CODE vs. VOCABULARY by Harry R. WARFEL, University of Florida, Gainesville, Florida, in The CEA Critic, October 1961, pp. 4-5.

In this article I state (1) that a telephone system provides a symbolic model for analyzing the emission and reception of speech. (2) that the speech tract is the transmitter of coded language signals, (3) that the code necessarily is small and simple in its operations, (4) that morphemes of the code must be discriminated from morphemes of the message, (5) that the total code of a language is composed of segmental phonemes, of morphemes of inflections and structure words, and of abstract syntactical arrangements, and (6) that the code should have priority over vocabulary in linguistic study. HRW

135. INTERLINEAR MICROPRINT by Richard HAZELETT, Winooski, Vermont, in Modern Language Journal, Vol. 45, November 1961, pp. 307-308.

In this article I introduce a way to print language texts whereby words of translation are printed between the lines of ordinary text type. The interlinear words are so tiny that a lens is practically necessary to read them. The student would use an economical small hand magnifier whenever he needed to know the meaning of a word in the text. But he would see the foreign text word first, not the native interlinear word. Possible uses are mentioned. The psychological validity may be similar to that of teaching machines. The most important points for the lithographer are disclosed. RH

136. THE ARMY LANGUAGE SCHOOL AND ITS IMPLICATIONS by Klaus A. MUELLER, Associated Colleges of the Midwest, Beloit, Wisconsin, in Looking Ahead in Foreign Languages, California State Department of Education, January 1960.

In this paper I discuss the implications of the U.S. Army Language School program on primary and secondary language instruction. A status report of faculty, aims and mission, courses and skills of the graduate of the U.S. Army Language School are given. Beginning in 1958 I adapted major features of the School's course in the establishment of a modern foreign language program in the San Francisco Unified School District on the junior and senior high school level. A number of major changes in teaching techniques and materials were made to reflect the conditions of foreign language programs in the public schools. Since 1958 these materials have been refined and strengthened and now constitute workable four year course sequences patterned on research and development accomplished at the U.S. A.L.S. over the past fifteen years. Substantial portions of this paper were previously presented in an article by Val Hempel and K.A. Mueller in Modern Language Journal, Vol. XLIII, No. 2, February 1959. KAM

137. FORENSICS IN THE LANGUAGE LABORATORY by Ernest A. SICILIANO, Boston College, Chestnut Hill 67, Mass., in Modern Language Journal, November 1961, pp. 305-306.

In this article I suggest that, in the Language Laboratory, many teachers do not know when to stop talking. Their sense of realism and proportion seems to have been dulled by the apparatus; in short, the man is slave to the machine. I include several Laboratory exercises, actually witnessed, which show an utter lack of common sense. EAS

138. FILM EVALUATIONS: THE ORGANIZATION OF LANGUAGE by L. C. LARSON and Carolyn GUSS, Audio-Visual Center, Indiana University, in Educational Screen and Audio-Visual Guide, October 1961.

The classroom motion picture, The Organization of Language, is the third in a five-part film series produced by MLA in cooperation with the Center for Applied Linguistics and Teaching Film Custodians (TFC). Distributed by TFC, the series is designed for pre-service and in-service teacher training in applying findings of linguistic science to teaching a second language. This third unit of the series demonstrates: that children learn their native language orally; that language is based not so much on logic as on customs and conventions characteristic of the given language; that learning a second language requires the development of new habits of speech. Rating: Excellent. LCL & CG

139. LATIN AMERICAN STUDIES PROGRAM in Modern Language Journal, November 1961, pp. 322-323 (Vol. XLV).

This article describes the Latin American Studies Program which was established to strengthen instruction in United States education dealing with Latin American language and related studies, under authorization of Title VI (Language Development) of NDEA. Basic to the program was the determination in June 1961 that Spanish, as spoken in Latin America, was eligible for support. The areas of development under this program are advanced-level summer institutes in Latin America for elementary and secondary teachers of Spanish, graduate centers for language and area studies, graduate fellowships for persons who plan to teach in higher education or who are preparing for professional or technical employment in which proficiency in Spanish or Portuguese is highly desirable, postdoctoral fellowships, and research and studies.

140. "GAME FACTOR" IN LEARNING FLs by George L. SIXBEY and Glenn F. POWERS, Northeast Louisiana State College, Monroe, Louisiana, in Modern Language Journal, November 1961, p. 321.

In this article we suggest an analogy between learning FLs and learning chess as a pedagogical stimulant, especially to mature students preparing for doctoral language examinations. Vocabulary is likened to the nomenclature of the game; sentence structure and particularly behavior of regular and irregular verbs to moves allowed various pieces; and translation to the actual playing of the game, in preference to merely reading about it. Undertaken from this point of view, the exercise provides a final similarity: with proficiency both reading in a foreign language and playing chess become fun for its own sake. GLS

141. PLANNING FOR THE IMPROVEMENT OF FOREIGN LANGUAGE PROGRAMS IN ELEMENTARY SCHOOLS by Gerald NEWMARK, System Development Corporation, Santa Monica, Calif., in California Journal of Elementary Education, May 1960.

In this article I summarize FLES NDEA proposals submitted to the California State Department of Education in 1959. I also discuss such aspects of planning FLES programs as: 1) realistic objectives 2) intensive in-service teacher training in the language itself and methods prior to the start of classroom instruction 3) systematic and integrated use of audio-visual aids 4) supervision by a foreign language specialist 5) development of suitable evaluation instruments 6) provisions for continuity from grade to grade and articulation with the high school 7) the research potential inherent in most projects. GN

142. LINGUISTICS AND LANGUAGE TEACHING IN THE UNITED STATES, 1940-1960, by William G. MOULTON, Princeton University, Princeton, New Jersey, in Trends in European and American Linguistics, 1930-1960, Utrecht and Antwerp, Spectrum Publishers, 1961, pp. 82-109.

In this article I describe the role played by linguists in U.S. language instruction during the last twenty years, and the linguistic principles underlying their methods. Topics covered, with bibliography, include the wartime language programs, later adaptations of wartime methods, the ACLS Committee on Language Programs, the MLA Foreign Language Program, the first two years of the NDEA, the Center for Applied Linguistics, English as a second language, linguistically oriented textbooks in English for American students, and a look at the future. WGM

143. PRE-READING VS. POST READING by Virginia C. CABLES, LaHabra High School, LaHabra, California in Modern Language Journal, October 1961, pp. 252-4.

In this article I report on four weeks of "oral method" in French I at the beginning of the year. The written word was withheld completely. Contrary to expectations, pronunciation was no better than with former methods, in fact, problems were merely different. Pupil audio ability is not enough; all senses must be used, audio, visual, kinesthetic. Phonetics will help much. A large dosage of oral work at the end of the first year will help, too. Speech is extremely complicated. Let us not call it speech when students memorize and repeat set dialogues. They are only a small beginning. VCC

144. THE UNIVERSITY OF ILLINOIS EXPERIMENT IN FLES: A PROGRESS REPORT by Joseph S. FLORES, Charles E. JOHNSON, Fred P. ELLISON, University of Illinois, Urbana, Illinois, in Hispania, September 1961, pp. 511-519.

In this article we outlined the origins and design of an experiment to test the hypothesis that fourth-graders can learn a second language effectively when they are guided through specially prepared audio-visual lessons by classroom teachers who initially have little or no command of the foreign language being taught. In this NDEA-sponsored study to last three years, an Experimental group of children learning conversational Spanish through one TV and four tape-recorded lessons of 15 minutes each per week was matched against a Contrast group learning from specialist teachers of Spanish. Described are teaching procedures as well as methods of extensive evaluation of listening comprehension and speaking facility. After one year, results show Experimental did 92% as well as Contrast group. FPE

145. LANGUAGE LEARNING EQUIPMENT IN THE SECONDARY SCHOOL LANGUAGE LABORATORY: ITS FUNCTION, USE, AND MINIMUM SPECIFICATIONS by David L. JOSLOW, Chester Electronic Laboratories, Chester, Conn., in Proceedings of the First Conference on the Role of the Language Laboratory in the Secondary School, October 1960, pp. 39-58, Published by University of Michigan, Ann Arbor.

In this paper I outline the problems existing in the selection of the secondary school language laboratories. I attempt to establish criteria for selection of language laboratory equipment. The criteria is based on found shortcomings in present laboratories and specifications. Sound quality and its evaluation is discussed at some length and the components of a laboratory that are the "links in the chain" of good quality and thus intelligibility are outlined. Discussion of mechanical features and the importance of simplicity, serviceability, and expandability are covered. A short discussion of the dial selection of programmed lesson material follows. DLJ

146. SOME PROBLEMS OF LANGUAGE TEACHING. Part 2, by Mark GILBERT, University of London Institute of Education, in Modern Languages, September 1961, pp. 106-113.

In this article I examine first a suggested scheme for a first year course-book, and then list five conditions for good oral work: 1) Texts which describe simple everyday situations. 2) The very gradual introduction of new words and patterns. 3) The simplest and most natural forms of question and answer work-the "full sentence answer" convention is rejected. 4) Persistence by the teacher until responses are automatic and flexible. 5) A careful system of revision. I then discuss the problems of written work, the natural exercises which ensure real language learning, the second and third year course-books, and the techniques of story-telling and composition work. MG (R)

147. FOREIGN LANGUAGE INSTRUCTION by Marjorie C. JOHNSTON, U.S. Office of Education, Washington 25, D.C., in Review of Educational Research, April 1961, pp. 188-196.

In this chapter I summarize findings of some representative research projects reported during 1957-60. Rapid growth in FL instruction during this period was stimulated in part by increased public awareness of need for FL competencies, and by financial assistance supplied through the National Defense Education Act of 1958. Some of the summaries are of status surveys; others concern aid of language laboratory facilities to learning; longer sequences of study; application of linguistic science to teaching; use of films, television, teaching machines, and other media; study of major neglected languages; preparation of teachers; and development of new materials, methods, and tests. References are made to titles in the three-page bibliography. MCJ

148. DIALOG MEMORIZATION: A NEMESIS by Frank P. BENWELL, State University of South Dakota, Vermillion, South Dakota, in Modern Language Journal, November 1961, pp. 303-304.

In this article I condemn dialog memorization, especially in college beginning language classes, because most students lack a photographic memory, because it leads to cheating on behalf of the students, because students are unable to recall memorized materials beyond a week's time, and because it is unsuitable for use in schools where classes meet only three or four times a week. I suggest in detail the use of the modified direct method approach as one means to accomplish good results in a limited time. FPB

149. VOCABULARY SELECTION CRITERIA by Leon V. VASU, U. S. Army Language School, Presidio of Monterey, California, in Review, US Army Language School, Fall, 1960, pp. 1-14.

In this article I submit the Russian theory of the Main Stock of Words as a possibly easier and sounder criterion for selecting a limited vocabulary for foreign language text books. The article reviews existing criteria, including those used by Gougenheim and others to arrive at a Basic French. The Main Stock of a language is bracketed by five conditions (the word must express several concrete concepts, be used as a basis for formation of derivatives, enter as basic elements [illegible] common expressions, be used by entire population in its fundamental meaning, be old) and purports to comprise the core, the centripetal force of the vocabulary. It comprises between and thousand and 1500 words. LVV

150. FOREIGN LANGUAGE PROGRAM AND THE LANGUAGE LABORATORY by F. Rand MORTON, in *The Gwinn Curriculum Study*, The University of Michigan, Bureau of School Services, Ann Arbor, Michigan, 1960, pp. 43-55.

In this article I present a detailed plan for the use of language learning facilities in an integrated foreign language program for a specific school system in Michigan. After a brief survey of the reasons for including spoken foreign languages in a high school curriculum and a brief exposition of the nature of languages, a proposal and its justification is made on the languages to be taught and the specific terminal objectives to be achieved in each grade level. In conclusion I specify the kind of language learning equipment needed to achieve these objectives with the teaching staff available. FRM

151. MEASUREMENT OF SPANISH ACHIEVEMENT IN THE ELEMENTARY SCHOOL by Joseph M. SADNAVITCH, Northern Illinois University, DeKalb, Illinois, and W. James POPHAM, San Francisco State College, San Francisco, California, in *Modern Language Journal*, November 1961, pp. 297-299. (Vol. XLV, No. 7).

The purpose of this article was to describe the development of a measuring device designed specifically to evaluate achievement in conversational Spanish programs at the elementary school level. According to accepted standards of test construction, the *Spanish Comprehension Test* appears to satisfy the minimum recommendations and suggests potentiality for the measurement of achievement at the elementary school level. Even though this instrument evidenced limitations of large scale standardization and more adequate validity procedures, it appeared to indicate value for school systems wishing to study elementary programs in conversational Spanish. This instrument also indicated the feasibility of a method for measuring achievement of this type in other foreign language areas. JMS, WJP

152. ANALYSIS OF PROBLEMS OF MAINTENANCE AND OPERATION OF LANGUAGE LABORATORIES IN CALIFORNIA HIGH SCHOOLS by Lawrence D. WHITE, Department of Education, California, in *California Schools*, November 1961, pp. 427-433.

In this article I report on interviews with thirty-nine California supervisors and teachers regarding their use of language laboratories. Questions were asked concerning the laboratory equipment, its cost and maintenance, provisions of teacher-assistants, use in various classes and grade levels, problems of teachers in learning to use the language laboratory, problems of scheduling laboratory use, preparation of laboratory materials, effectiveness of the laboratory in improving instruction, and the reaction of parents and the general public. Some of the general conclusions were: use of the laboratory does provide for more effective instruction, particularly in understanding and speaking; the primary problem in laboratory usage is the lack of adequate materials; students seldom use the laboratory equipment more than 20 minutes at a time. LDW

153. DO I NEED A LANGUAGE LABORATORY? by Philip D. SMITH, Department of Education, State of Nevada, Carson City, Nevada, in *Modern Language Journal*, November 1961, p. 320.

In this article I attempt to refute the common statement that the skilled public school teacher does not need a language laboratory. True, many do an outstanding job but they could probably do a better one with teaching aids. With common teaching loads and additional non-teaching duties, the physical and mental strain on the teacher lessens his effectiveness as the day passes. The same is true of student receptivity and enthusiasm. Teachers do NOT need foreign language laboratories - but students DO! PDS

154. ON THE ANATOMY OF LISTENING-COMPREHENSION by G. MATHIEU, Orange County State College, Fullerton, Calif., in French Review, October 1961, pp. 50-53.

In this article I stress the importance of listening-comprehension. When a FL teacher asks a learner to listen, it may be to prime him for echoing or to convey meaning by sounds and patterns. Since L-C exercises seek to develop the learner's ability to understand the spoken language by ear alone, their purpose would be thwarted if the learner were to see what he hears. Language for speaking and language for understanding are two entirely different things in the learning process; therefore the learner should not speak in an L-C exercise. Lastly, as further suggestion to the teacher wanting to devise his own L-C exercises, I suggest various techniques for helping the learner to understand what he has heard without recourse to translating. Derived from the art of "Socratic questioning," these include questions with built-in prompts, and answers in multiple choice format with devices such as logical opposites, reference to known, etc. GM (R)

155. A PROGRAM OF SLAVIC STUDIES: A GUIDE FOR THE COLLEGE STUDENT by Leon I. TWAROG, Ohio State University, Columbus, Ohio, in Slavic and East European Journal, Fall 1961, pp. 238-242.

In this article I provide the undergraduate major (or first year graduate student) with practical suggestions as to how he can profit most from his studies, and how he can use his training for immediate and practical vocational ends, as well as for the more intangible but more enduring personal satisfaction. The topics discussed concern the planning of the undergraduate program, the selection of related subjects, the place of German and French in the program, approaches to the study of language and of literature, suggestions as to employment possibilities, problems in buying Slavic books, and a discussion of useful grammars, dictionaries and handbooks. LIT

156. LA LEÇON D'INTONATION DE SIMONE DE BEAUVOIR, ÉTUDE D'INTONATION COMPARÉE by Pierre DELATTRE, The University of Colorado, Boulder, Colorado, in French Review, October 1961, pp. 39-47.

In this article we compare by means of objective spectrographic analysis two extemporaneous lectures by Simone de Beauvoir and Margaret Mead for the declarative intonation contours expressing continuation and finality. A sample page of the contours which are studied statistically is given for each language. Results indicate: a) Continuation is mainly rising in French and mainly falling in English. b) Finality is falling in both languages but reveals a convex shape covering the last sense group in French and a concave one beginning at the last stressed syllable in English. c) French has two distinctive contours for major and minor continuation, a contrast that is not clear in English. PD

157. WHY LATIN FIRST? by Hortensia E. SAN JUAN, Sacred Heart College, Cullman, Alabama in Modern Language Journal, November 1961, pp. 309-310.

In this article I oppose the traditional belief that Latin must precede the MFL program in the HS curriculum. I am not opposed to the teaching of Latin as an elective subject in the last two years of high school. My experience as a Latin and Spanish professor shows the highest achievement in Spanish by those with high scores in language skills (HS placement tests) musical training, positive results in the language ability test, high IQ. Those who do poorly in Latin, do poorly in Spanish. I advocate four years of modern foreign languages in high school stressing the aural-oral approach, excluding the low ability students from such a program. HES

158. READING IN THE FLES PROGRAM by Mother RAYMOND DE JÉSUS, F.S.E., Diocesan Sisters College, Putnam, Connecticut, in French Review, October 1961, pp. 71-73.

In this article I discuss the advisability of introducing reading in FLES programs. I believe reading can contribute much: topics for conversation; practice in basic structures and greater facility to explain these; materials to dramatize; guides in self-expression; more direct contact with children of another country; third-sense appeal, aid to learning. On condition that selections: 1) offer "real" reading, not just "what we have learned" in print; 2) remain within oral vocabulary range; 3) provide continuity in the acquisition of vocabulary, graded difficulty of sentence structure, development of reading skills; 4) have plots and settings varied according to age and interests of child; 5) present cultural materials which can lead the child to esteem and love other peoples. Teachers must remember that understanding and speaking the FL remain the primary goals. MRJ

159. CAPITALIZATION, ß, APOSTROPHE, AND SPELLING MATTERS IN GERMAN by Jacob HIEBLE, North Texas State University, Denton, Texas, in German Quarterly, November 1961, pp. 459-62.

In this article I welcome the recent German shift to the almost exclusive use of the Roman print and script, pleading however for the retention of the umlaut and the German ß (ess-tsett). Looking into the matter of capitalization of German nouns, an official language committee has recently decided to recommend the abolition of capitalization except for proper names and the beginning of sentences as well as lines of poetry. While this plan runs counter to old hallowed traditions, we must remember that capitalization entered German haphazardly, is ignored in adverbial phrases, and its abolition would entail tremendous economies in time and cost, besides bringing German in line with other tongues and simplifying it. JH

160. NEW ENGLAND FRENCH VOCABULARY by Gerard J. BRAULT, University of Pennsylvania, Philadelphia 4, Pa., in French Review, December 1961, pp. 163-175.

In this article I show to what extent the vocabulary of the French spoken by New Englanders of French-Canadian extraction deviates from that of standard French. Persons teaching Franco-Americans need to bear in mind that certain words from Le Français élémentaire are either unknown or avoided by the latter, though the same persons generally have an astonishing range of terms on topics relating to daily living. There is little resistance to learning standard syntax, but vocabulary and pronunciation present serious problems of a sociological nature to Franco-Americans. The same doubtless holds true for all members of American ethnic groups wishing to acquire the modern form of their mother tongue. GJB

161. THE NEW DIMENSION IN FOREIGN LANGUAGE TEACHING: A MESSAGE TO THE SCHOOL HEAD ABOUT THE LANGUAGE LABORATORY by David MALLERY, published by the National Council of Independent Schools, 84 State St., Boston 9, Mass. November 1961, p. 32.

In this booklet I have gathered information and recommendations from some key researchers in language laboratory work. Main topics: (1) kinds of learning made possible by certain new methods and new electronic equipment; (2) suggestions on location, quality, cost of equipment; (3) record-playback or just listening experience? (4) sources of information and training for teachers in the new methods, materials, equipment; (5) new opportunities, challenges for the teacher; (6) teacher's role in all stages of planning the language laboratory; (7) practical steps, "do's and dont's"; (8) 12 especially recommended readings for teachers and administrators planning a laboratory.

162. A GUIDE TO SOUND LABMANSHIP by G. MATHIEU, Orange County State College, and James S. HOLTON, Sacramento State College, Sacramento, Calif., in Sound Language Teaching, University Publishers, 59 E. 54th St., New York 22, N.Y. 1961, pp. 134-74.

In this chapter we discuss the principles of language laboratory practice and give concrete suggestions for constructing exercises. The basic types of practices are: Listening-Comprehension, Mimicry-memorization, Creative Practice (Pattern Practice), and Self-evaluation (student records his own responses and then plays back for comparison with master model). Several techniques for constructing four-cycle pattern drills on the Skinnerian concept of /stimulus/learner response/ correct response for correction or reinforcement/ learner echo of correct response/ are described and examples given. The chapter ends with a section on Testing and Evaluation in the Audio-Lingual method. The three core problems, how to elicit the response without resorting to translation, how to score objectively, and how to administer oral tests to large groups are discussed. GM & JSH

163. LINGUISTICS AND THE TEACHING OF ENGLISH by Trusten W. RUSSELL, Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N.W., Washington 25, D.C., in ACLS Newsletter, November 1961, pp. 8-12. (Vol. XII, No. 9).

In this article I describe activities in linguistics and the teaching of English carried on during the past decade under Fulbright exchange programs, stressing the role played by the Conference Board's advisory screening committee. Fulbright linguists have cooperated with universities and ministries of education in linguistic research, in the development of teaching materials, and in teacher training. Long-term programs exist in Italy, Egypt, Iran, Colombia, Ecuador, Thailand, and the Philippines. An important Conference Board Committee project was a conference of teachers and linguists on applied linguistics at Ann Arbor in 1957. The Committee also proposed the establishment in Washington of a Center for Applied Linguistics, a project realized in 1959 with Ford Foundation assistance. TWR *

164. THE DEMAND FOR MODERN FOREIGN LANGUAGE TEACHERS by Gilbert C. KETTELKAMP, University of Illinois, Urbana, Illinois, in Modern Language Journal, December 1961, pp. 355-360. (Vol. 45, No. 8).

In this article I use data from the University of Illinois Office of Teacher Placement to illustrate the shortage of teachers in the modern foreign language field. This situation creates problems which can readily endanger the future development of this field: (1) School programs may be expanded by communities from emotional reactions to national defense rather than to local needs, (2) Language laboratories may be set up without appropriate means of implementation, (3) Incompetent teachers may be employed to fill positions, (4) Teacher-pupil ratios may become unwieldy. In contrast: (1) Public interest makes expansion of programs possible, (2) Teaching objectives are being more clearly defined, (3) Certification requirements are being raised, (4) Colleges are improving their programs of teacher training in languages. GCK

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* Also in Linguistic Reporter, December 1961.

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165. A-LM AUDIO-LINGUAL MATERIALS, LEVEL ONE. READING-WRITING-SPELLING MANUALS IN FRENCH, GERMAN, ITALIAN, SPANISH, RUSSIAN. Prepared by the staff of the Modern Language Materials Development Center, 2 West 20th St., New York 11, N.Y. Introduction and general supervision by Alfred S. HAYES, Foreign Language Consultant, Takoma Park, Maryland. Published by Harcourt Brace & World, New York, 1962.

In the Introductions to each of these manuals the special problems of teaching the mechanics of reading and writing in an audio-lingual foreign language course are described in detail. Two definitions of reading are given: (1) to pronounce words and sentences aloud in response to a printed stimulus; (2) to follow printed sequences rapidly for comprehension, usually silently, the eye scanning whole groups of words and sentences at a time. Two definitions of writing are given: (1) to spell, i.e., to make appropriate written letter selections in sequence in response to either spoken or written stimuli; (2) free composition. The first definition in each case becomes the short-range reading and writing objective; the second becomes the long-range objective. Devices are suggested for bridging the gap. Special attention is given to the relationship between sound and symbol, and to minimizing interference from written symbols used in the English writing system, which frequently causes marked deterioration of established foreign language pronunciation habits. The manuals themselves contain drill materials in the form of lessons designed for use during the last ten minutes of an audio-lingual class. It is assumed that four units have been mastered audio-lingually before this work begins. ASH

166. MORE ON PITFALLS IN MODERN LANGUAGE TEACHING by Dwight L. BOLINGER, The University of Colorado, Boulder, Colo., in School and Society, June 3, 1961, pp. 279-280.

In this article I answer the criticism of Llewellyn R. McKay [see Abstract 3 in No. 1--Ed.] leveled at the audio-lingual method in general and the textbook Modern Spanish in particular. I defend the use of translation drills and the postponement, for a time at the beginning of the elementary course, of reading. I show that Mr. McKay's aims are really the same as those of the audio-lingual method. DLB

167. LET'S TALK SENSE ABOUT LANGUAGE TEACHING by Edward T. HEISE, U.S. Naval Academy, Annapolis, Maryland, in French Review, December 1961, pp. 176-184.

The principal ideas in this article are: Language teachers have never before had the opportunities that open before us now. To what extent are we allowing developments to be molded more by "band-wagon" techniques than by sound experiments and consultations involving wide participation? It is important to proceed with sound judgment and maintain an atmosphere of mutual respect. Our professional organizations must encourage experimentation and constant improvement but remain uncommitted to any single doctrine. We must realize that experiments prove little without effective controls and methods of evaluation, as well as objective direction. While we continue an open-minded search for better procedures, let us emphasize the many important areas in which conscientious teachers of all "schools" find themselves in agreement. ETH

168. FRENCH BY TV-THE TEACHER AND THE MACHINE by Theodore MUELLER, The University of Florida, Gainesville, Fla., in French Review, December 1961, pp. 185-190.

In this article I present the reasons for, the content and the development of a three semester course in beginning French. I discuss the advantages and shortcomings of TV in teaching a skill, the role and limitations of visuals, student participation, the nature of language, the principles in learning a skill and their application to TV, the contributions made by the science of communication which separates "code" from "message", the contributions from psychology, particularly programed learning as used in the teaching machine, TV as a step towards self instruction, student acceptance of TV as a teaching medium and the results obtained. Some research in student attitude and its relevancy in learning was initiated. TM

169. NEW LIFE FOR HIGH SCHOOL LANGUAGE CLASSES by Joseph L. PEYSER, Plainview High School, Plainview, N.Y., in Journal of the National Education Association (NEA Journal), December 1961, pp. 18-19.

In this article I discuss some of the new audio-visual language materials consistent with the audio-lingual approach. A wide array of materials of varying quality and adaptability frequently bewilders the foreign language teacher. The selection of materials must include a serious consideration of flexibility (for classroom and/or language laboratory use), motivational effect (to combat student apathy), pedagogical and cultural values (judged by the new criteria). The latter portion of the article deals particularly with the sound filmstrip and the sound filmstrip series in ML teaching. Systematic use of an entire series is advocated. The series should contain highly integrated graded recordings with pauses for echoing practice, and should conform to sound audio-lingual methodology. Various sources and materials are mentioned. JLP

170. NEW PERSPECTIVES OF FOREIGN LANGUAGE LEARNING by Howard Lee NOSTRAND, University of Washington, Seattle 5, Washington, in School and Society, October 21, 1961, pp. 335-7.

This look ahead of things to come includes: structural analysis of cultures, as of languages. Audio-lingual as well as reading-knowledge requirements for Ph.D.'s. FLES so taught as to produce skillful learners of language in later life. Bi-lingual schools. Central labs transmitting exercises to neighbor schools and colleges. Teaching machines, and cooperative efforts to keep the human element in control. Suggests an "International Language Year" for the late 1960's. HLN

171. MODERN FOREIGN LANGUAGES IN HIGH SCHOOL: THE LANGUAGE LABORATORY by Joseph C. HUTCHINSON, U. S. Office of Education, Washington 25, D.C., Office of Education Bulletin 1961, No. 23, Government Printing Office, 85 pp.

In this booklet I offer some practical guidelines for teachers and administrators in the planning and operation of LL facilities, including discussions of the rationale of the LL, the role of the LL in the school FL program, inservice training, methods and materials for the LL, teaching techniques, testing, scheduling, evaluation and selection of equipment, operational and administrative duties, and evaluating the use of the LL. I also discuss various equipment functions in relation to student learning activities. Emphasis throughout is on the instructional role of the LL rather than on machines. The material is applicable to many types of audio equipment used in language learning. One appendix defines various technical terms; another includes glossaries of LL expressions and terms in French, German, Italian, Russian, and Spanish. JCH

172. THE CULTURE CAPSULE: by H. Darrel TAYLOR and John L. SORENSON, Brigham Young University, Provo, Utah, in Modern Language Journal, December 1961, pp. 350-354.

In this article we present a rationale for the development and use of ten-minute illustrated lectures in a foreign language classroom which will each present one minimal difference or similarity between the United States and Mexico. Each script is written for a given level of student proficiency and is presented live by the teacher. Student participation is induced by carefully framed rhetorical and "open-ended" questions. All paraphernalia for the presentation of a culture capsule is contained in a small box and may be shelved for use by many teachers. Thus, any teacher may present programs on short notice, in an orderly sequence with factual content, dramatic presentation and a high degree of student participation. HDT&JLS

173. PROGRAMED INSTRUCTION IN BEGINNING FRENCH by Alexander LERMONTOFF, published by The Center for Programed Instruction, 365 West End Ave., New York 24, N.Y., June 1961.

This program is an application of the principles of programed instruction to the direct method of teaching French as a second language, presented on an individually synchronized sight and sound device. The course uses no English and proceeds in very small steps, continually checking on each student's progress, as a tutor would do. Its goals are to allow a student to go at his own pace and to help the teacher to employ his time more profitably. The program's sequences consist of: 1. Presentation-oral only; 2. Echoing-oral only; 3. Echoing-oral and reading; 4. Use of the new materials to practice pronunciation and spelling; 5. Dictation; questions and answers; 6. Practice with the teacher. AL

174. ADJECTIVES FORE AND AFT: POSITION AND FUNCTION IN SPANISH, by Gordon T. FISH, 2410 N.E. 13th St., Fort Lauderdale, Fla., in Hispania, December 1961, pp. 700-8.

In this article I have demonstrated the factors governing position of adjectives and their application in detail; furnishing criteria by which position can be determined --as in translation from English--with a high degree of accuracy, in accordance with a complex interplay of the following contrasts: true adjectives versus pronominal and numeral, selective vs. non-selective, restrictive vs. nonrestrictive, affective vs. nonaffective. GTF

175. A PROGRAM OF FRENCH STUDIES: A GUIDE FOR THE COLLEGE STUDENT by Richard M. CHADBOURNE, University of Colorado, and Edward J. GEARY, Harvard University, in French Review, December 1961, pp. 221-251.

In this article we outline for the prospective college French major the broad areas of knowledge he should seek to master in his special field, as well as indicate related fields of interest to him. An initial section states some reasons for majoring in French. This is followed by sections on French and the Study of Language; Aspects of French Culture; French and the Study of Literature; Graduate and Undergraduate Study of French; and French in the Liberal Arts Program. Almost ten pages of Bibliographical Notes for each section round out the Guide. RMC&EJG

176. THE ENGLISH DENTAL FRICATIVES IN INDIA by A. W. J. BARRON, Central Institute of English, Hyderabad, India, in Bulletin of the Central Institute of English, No. 1, September 1961, pp. 84-86.

In this article I say that /θ/ and /ð/ are rare in the languages of the world and none of the Indian languages has them. Many Europeans replace them by /s/ and /z/ respectively because they recognize their fricative nature. They are not difficult to learn. The Indian replaces them by dental /th/ and /dh/ because he has only plosives in that position, and he uses his retroflex plosives for English /t/ and /d/. He has always heard the dentality of /θ/ and /ð/. How are these sounds to be taught in India? In isolation they are not difficult; in context we often have /tθ/ or /θθth/. Must Indian students learn /θ/ and /ð/? Dental /dh/ will usually pass for /ð/. /θ/ should however be learned and used because apical plosives in whatever position sound too much alike to most non-Indians to be readily distinguishable. AWJB

177. THE TEACHING OF SPANISH IN THE UNITED STATES by Sturgis E. LEAVITT, The University of North Carolina, in Hispania, December 1961, pp. 591-625.

In this article I state: With the appointment of Francis Sales at Harvard in 1816 Spanish began to be offered on a serious basis. Sales was joined by George Ticknor, the greatest Spanish scholar of his time. After Ticknor came H.W. Longfellow and J. R. Lowell. Among the colleges and universities offering Spanish in the nineteenth century were Bowdoin, Pennsylvania, College of the City of New York, Cornell and Yale. There were numerous Spanish grammars and readers in this century. Courses in Spanish American literature came late, but after 1916, the date of Coester's Literary History of Spanish America, they multiplied fast. The establishment of the American Association of Teachers of Spanish in 1917 was of great significance, as was its offical publication, Hispania. SEL

178. AUTOMATICITY: LANGUAGE LEARNING GOAL by Dan DESBERG, Foreign Service Institute, Washington, D.C., in Educational Screen and Audiovisual Guide, April, 1961, pp. 172-174.

In this article I sketch briefly, in everyday terms, a theory and application of electronic language teaching. Defining language as organized noise and language learning as noise making, I point out some of the implications that these assumptions hold for language teaching. I discuss the potential and problems of electronic devices, outlining what the teacher can do and what the machine can do. The ultimate goal is automaticity: dealing with what one chooses to say and not with how one goes about saying it. DD

179. THE NATIONAL SITUATION IN THE FIELD OF LANGUAGE LABORATORIES by Joseph C. HUTCHINSON, U. S. Office of Education, Washington 25, D.C., in International Journal of American Linguistics, October 1960, Part II, pp. 3-13.

In this paper I trace some of the progress and problems of the recent LL "explosion" and the NDEA challenge in FLs. Pointing out the college origin of the LL, I compare the 1957-58 survey (64 LLs in high schools and 240 in colleges) with a late 1959 estimate (over 458 LLs in high schools and 452 in colleges). Most high school LLs are used in group teaching situations, whereas colleges usually prefer individual study. The new State FL supervisors now provide consultative services for schools. New inservice programs for FL teachers are emerging through the cooperation of colleges, states, and local schools. Materials appropriate for class and LL use are still scarce but improvements in materials, equipment, and techniques are evolving rapidly. The instructional role of the LL is still not clear to all. The LL is a means and not an end. JCH

180. AN APPLICATION OF RECENT DEVELOPMENTS IN PSYCHOLOGY TO THE TEACHING OF GERMAN by Charles B. FERSTER and Stanley M. SAPON, Indiana University and Britannica Center, Palo Alto, California, Harvard Educational Review, Vol. 28, 1958.++

In this article we describe an experiment applying Skinner's principles to the teaching of German composition. Believing that study procedures should be built into the instructional materials to provide for automatic maximum benefit by each student, we tried to create a course designed to keep work-per-reinforcement ratio low, control overlearning and new vocabulary, teach complex concepts without explicit use of grammatical terms, and apply the principle of continuous mastery. Principles, procedures, results and evaluation are included. One modification indicated was the need for "programed learning"; i.e., to teach foreign languages by shaping new verbal behavior, rather than rely on recall and verbal memory. SMS

181. MÁS SOBRE "PUEDE HACERLO," "LO PUEDE HACER" by J. Cary DAVIS, Southern Illinois University, Carbondale, Illinois, in Hispania, December 1961, pp. 708-710.

In this article I point out that the most important factors governing the position of atonic object pronouns in Spanish are rhythm and stress, that alternating stresses produce the typical pattern which gives emphasis to those elements considered important to the speaker, by placing them in emphatic position, as in ¡Dios te bendiga! (God BLESS you!) and ¡Bendígate Dios! (GOD bless you!). While the choice of position does follow "laws," they are those of rhythmic patterns which allow the native speaker to choose instinctively the word order best suited to his mental (= logical) emphasis. JCD

182. LINGUISTIC ELEMENTS AND THEIR RELATIONS by Charles F. HOCKETT, Cornell University, Ithaca, New York, in Language, January-March 1961, Vol. 37, pp. 29-53.

In this article it is shown that the traditional American conception of the relation between morphemes and phonemes—that morphemes are composed of phonemes—cannot be maintained. Instead, morphemes and phonemes belong to different strata (or "planes") of a language; arrangments of phonemes represent morphemes much as, in telegraphy, arrangements of dots and dashes represent letters. CFH

++Also in Teaching Machines and Programed Learning, A.A. Lumsdane & R. Glaser, editors, Washington: NEA, 1960, pp. 173-85.

183. A TENTATIVE SCHEMATIZATION FOR RESEARCH IN THE TEACHING OF CROSS-CULTURAL COMMUNICATION by Alfred S. HAYES, Foreign Language Consultant, Takoma Park, Maryland, in International Journal of American Linguistics, January 1962, Part II, pp. 155-167.

In this paper I develop a classification of research activities which, ideally, contribute to teaching materials and methods. The classification is student-oriented, and is addressed to two questions: (1) What do we teach?; (2) How do we teach? Research activities answering the first question are called descriptive research; those answering the second are called instrumental. Within each of these categories the terms "basic" and "applied" research are discarded in favor of theoretical and developmental research respectively. Linguistics and cultural anthropology are prime descriptive categories; psycholinguistics and electromechanics are important instrumental categories. The interrelationships on and within each level of research are treated in detail. A chart is included. ASH

184. THE NEW YORK MATERIALS DEVELOPMENT CENTER AND THE "GLASTONBURY MATERIALS" by Frederick D. EDDY, Georgetown University, Washington 7, D.C., in International Journal of American Linguistics, January 1962, pp. 34-39. (Vol. 28, No. 1).

In this article I attempt, first, to describe the kind of materials that will some day fully implement the current revolution in MFL teaching and learning. I then describe how the U.S. Office of Education moved toward a breakthrough in designing and producing audio-lingual secondary school materials for five languages: French, German, Italian, Russian, and Spanish. There is a brief outline of Level I of the materials, in 1959 and 1960 known as the "Glastonbury Materials," and since March 1961 entitled A-LM. Level II is currently being produced at the Modern Language Materials Development Center in New York City. The series (including recordings, text, teacher's manual, tests) is published by Harcourt Brace and World. FDE

185. LANGUAGE LEARNING AND FREQUENCY RESPONSE, by Magda BUKA, Margaret Z. FREEMAN, William N. LOCKE, Massachusetts Institute of Technology, Cambridge 39, Mass., in the International Journal of American Linguistics, Vol. 28, No. 1, (Part II), January 1962, pp. 62-79.

In this article we describe tests of 90 American high school students born east of the Connecticut River with a series of randomly arranged syllables in French and German. In groups of 30 they had five exposures to the test items, the latter being differently ordered each time. The three groups worked with equipment having different frequency response. We found that their ability to distinguish and repeat syllables decreased markedly in German and perceptibly in French as the frequency response of equipment is progressively reduced from 7300 cycles per second, to 5000, and 3000. WNL

186. OVER-VIEW OF THE LANGUAGE LABORATORY SITUATION by Edward W. NAJAM, Indiana University, Bloomington, Indiana, in International Journal of American Linguistics, Vol. 28, No. 1, January 1962 (Part II) pp. 1-15.

In this article is given a synopsis of each of the papers read at the Second Foreign Language Laboratory Conference held at Purdue University on March 23-25, 1961, under joint sponsorship with Indiana University. The paper also suggests progress made and problems encountered in the use of mechanical devices. The over-view serves as a topical guide for the reading of the papers themselves according to one's preferences or needs. EWN

187. EXPLAINING TEACHING MACHINES AND PROGRAMING by David D. CRAM, San Jose State College, Fearon Publishers, 828 Valencia St., San Francisco, 1961.

In this book I have presented a basic introduction to the field of programed self-instruction or "teaching machines." Techniques of programing are defined and compared, and indeed the book itself is programed in both linear and branching styles. (It is predominantly a "scrambled" book.) The matter of which style is most appropriate to a given subject is discussed. While the importance of the program is stressed throughout, the potential of actual machines is not ignored. Finally, there are guidelines for teachers and administrators who are contemplating the use of programed self-instruction. DDC

188. WHO STUDIES GERMAN IN INDIA? by Marjorie G.A. BERNT, Elmira College, Elmira, New York, in the Modern Language Journal, October 1961, pp. 249-251.

In this article I explore the extent of the teaching of the German language in India, principally in the colleges and universities but also with some reference to high schools. Investigation showed that interest in German is rapidly growing due to India's expanding relations with other countries, but that as yet study is undertaken mostly for use in scientific and technical fields. Thus only one university to date offers a Ph.D. and few institutions have M.A. or B.A. programs. The survey includes the number of institutions offering German, their programs, courses given, faculty available and texts used. A short summary follows of private institutions, including the Goethe Institute, and concluding remarks describe the setting up of an All India teachers' association to promote the study of German language and literature. MGAB

189. SKITS, GAMES, AND A MAGIC CARPET by Sandra [illegible]. LEIBOWITZ, Radnor Elementary School, Bethesda, Maryland, in NEA Journal, December 1961, pp. 25-27.

In this article I attempt to describe, in anecdotal fashion, the methods and techniques employed in the teaching of foreign languages in the elementary school (FLES). The use of puppets and audio-visual materials is suggested as aids to echoing and review; mention is made of a culturally-oriented television experiment. The dialogues and anecdotes chosen indicate the type of cultural material that can be worked into the program. Cultural understanding, while a tangential benefit of the FLES program, is the major concern of this article. SAL

190. AN ACTIVE APPROACH TO SECOND YEAR READING by Eberhard REICHMANN, Indiana University, Bloomington, Indiana, in German Quarterly, January 1962, pp. 79-84.

In this article I propose continuation of active FL habits from the first to the reading-oriented second year. Major techniques: 1) near exclusive use of FL; 2) paraphrasing; 3) substitution of synonyms; 4) simplification of complex sentences; 5) use of LL for aural comprehension of class texts and for pronunciation improvement. Exams: based on same German-to-German techniques, questions on paragraphs read to be answered in German, some spot translation. Twice as many errors as in traditional exams is normal since striving for active mastery leads to more detectable errors. Advantages: continuous re-activation of dormant vocabulary and grammar, speaking and thinking in the FL. The procedures are more demanding, but also more rewarding. ER

191. INTRODUCTION to QUICK-CHANGE AUDIO-DRILLS IN FUNDAMENTAL GERMAN by G. MATHIEU, Orange County State College, and G. STERN, Denison University, Ohio. Published by Educational Electronics Division, Thompson Ramo Wooldridge, Inc., 532 Sylvan Ave., Englewood Cliffs, N.J., 1961.

In audio-lingual learning the teacher can elicit two types of oral production: echoing or responding. While echoing is an important step in the cumulative learning process, the stimulus-response technique, on which these 144 taped drills are based, is the only way be which the learner can acquire automatic mastery of form and structure. Each drill consists of a Perception and Creative Phase. In the latter the learner is challenged to "try it on his own" and receives immediate reward-reinforcement through the correct response. The drills are in effect a series of self-tests designed to teach. We advocate the repetition of the correct response for two reasons: if the learner was right, the repetition will further internalize the correct speech pattern; if he was wrong it will serve to eradicate wrong speech habits he may unconsciously be developing. GM & GS

192. PROMPTING VS. CONFIRMATION SEQUENCES AND OVERLEARNING IN THE AUTOMATED TEACHING OF SIGHT VOCABULARY by Lawrence M. STOLUROW, University of Illinois, Urbana, Illinois, American Psychological Association Annual Convention, September 1961.

In this paper I report the results of a study which supports those of other investigators who used different materials and subjects but related procedures. A Prompting S-R sequence produces more rapid learning of a sight vocabulary than Confirmation S-R sequence. However, the data also extend previous research findings by indicating that retention under these two sequences is relatively different depending upon the amount of overlearning that is involved. With smaller amounts of overlearning a Prompt S-R sequence results in both better recall and better recognition for as long as one month, whereas with more overlearning, a Confirmation S-R sequence results in both better recall and recognition over the same period of time following original learning. An important pedagogical implication is that neither method by itself will do both things--produce rapid learning and better retention. The obvious pedagogical danger indicated by this study is the fallacy of assuming that a method which produces better learning also produces better retention. A second fallacy is the assumption that a method which is better for retention under one degree of overlearning also is better under other degrees of overlearning. LMS

193. ENGLISH VOWELS FOR INDIAN LEARNERS by A. W. J. BARRON, Central Institute of English, Hyderabad, India, in Bulletin of the Central Institute of English, No. 1, September 1961, pp. 77-83.

In this article I attempt to devise a system whereby the vowel-sounds of the Indian languages may be used to the fullest possible extent to produce a type of internationally acceptable Indian English. It is based on the phoneme and, for historical reasons, British R.P. is taken as the standard. The maximum number of vowel articulations in any Indian language is 12 while R.P. has 20. There remain therefore a number of new sounds to be learned. I divide the principal Indian languages into three main geographical groups and briefly describe the vowel system of each group. I then take each of the R.P. vowel phonemes in turn and discuss which, if any, of the sounds in each of the Indian groups of languages can be equated with it, and, if there is no Indian equivalent, how best to teach the R.P. sound to Indian learners. AWJB

MLabstracts

194. A STOPWATCH IN EUROPEAN LANGUAGE CLASSES by Robert E. BELDING, The University of Iowa, Iowa City, Iowa, in Modern Language Journal, January 1962, pp. 28-29.

In this article I report results of observation in fourteen Soviet and nineteen West-European modern language classes. A stopwatch was held against foreign language teachers to determine the relative amounts of time spent in methods of teacher-lecture, discussion, pupil reading or reporting, questions, audio-vidual aids and miscellaneous techniques. Results indicate West-European teachers spend less than half as much time using the lecture method than do their Soviet counterparts. While the amount of time spent in discussion is comparable in both areas, the pupil-centered teaching of West Europe stands in marked contrast to pupil participation in the Soviet Union. Reasons for this phenomenon are discussed, and a prognosis is made as to the trends in foreign language teaching in the Soviet Union. REB

195. THE JUNIOR HIGH PROGRAM by Mary P. THOMPSON, Modern Language Materials Development Center 2 West 20th St., New York 11, N.Y., in NEA Journal, December 1961, pp. 22-24.

The curriculum problems of language programs in grades seven and eight result from: 1) "Exploratory" language: largely a waste of time, 2) "Conversational" language: haphazard and without specific objectives, and 3) continuation of FLES: FLES has so far failed to recognize the development of measurable linguistic skills as its primary objective. FLES ought to include, in addition to accurate control of the sound system, non-parrot-like exercises and organized drill on basic grammar. The junior high school program could then make the transition to reading and writing by means of planned presentation of basic sound-letter correspondences and develop these skills in conjunction with the continuation of listening and speaking activities and the presentation of grammar. MPT

196. A NEW TEAM: THE LANGUAGE TEACHER AND THE AV COORDINATOR by Anna L. HYER, National Education Association, Department of Audiovisual Instruction, Washington 6, D.C., in International Journal of American Linguistics, January 1962, pp. 27-30.

In this paper I call attention to the partnership that has developed between the foreign language teacher and the audiovisual coordinator. The relationship was described as a two-way one involving an exchange of information and many cooperative activities. Briefly sketched were the following areas in which the audiovisual field has served the foreign language field: (1) Shared our experience as instructional innovators; (2) Provided a dissemination channel and a source of information; (3) Gave assistance through school and college audiovisual service centers; (4) Provided liaison with the audiovisual industry. ALH

197. NEW BOOKS FOR OLD by Max S. KIRCH, The University of Delaware, Newark, Delaware, in German Quarterly, January 1962, pp. 75-78.

In this article I suggest that the audio-lingual approach requires new materials. Specifically, we need textbooks which (1) provide for an audio-lingual approach with a strictly oral-aural pre-reading period, (2) help to reduce the use of English in class, (3) present vocabulary and structure functionally in meaningful situations, (4) provide sufficient drills to lead the student to automatic response, (5) provide recordings of drill materials and (6) provide an insight into the foreign culture. Intermediate texts should have (1) visible vocabularies, (2) questions in German on the text, and (3) pattern drills. MSK

198. TRANSLATION IN THE U. S. PATENT OFFICE by Fred H. BAMBERGER, U. S. Patent Office, Washington 25, D.C., in *Modern Language Journal*, January 1962, pp. 33-36. (Vol. XLVI, No. 1).

In this article I try to analyse the task of the technical translator whose knowledge of the subject is necessarily limited. If no expert assistance is available, special research is indispensable. The use of vocabulary is often very subjective and much terminology is in the process of continuous development. Translators may develop a certain instinct for the correctness of their work. Colleges could help to ease the present shortage of technical translators by offering courses such as "Principles of Understanding Science and Technology as a Basis for Translation" or "Introduction to Technical Terminology Search for Translators" (possibly specified as to one or more foreign languages). FHB

199. RUSSIAN BY TELEVISION—EVALUATION, PROBLEMS, AND PROSPECTS by Helen B. YAKOBSON, The George Washington University, Washington 6, D.C., in *The Bulletin of The National Association of Secondary School Principals*, Vol. 44, No. 258, pp. 99-110, October 1960.

In this article I review the Russian courses on television in the U.S.A. and describe in detail The George Washington University's Russian telecourses over CBS-WTOP. I discuss the problems and dangers of Educational Television as well as its advantages and its future possibilities. Educational Television is a welcome solution to the problem of classroom and teacher shortages in our schools. It also serves the vast public hunger for knowledge and intellectual stimulation. An imaginative presentation of academic subjects takes time and planning. It also requires development of new teaching aids and materials. How does a good TV teacher resolve the conflict between the producer's desire to put on "a good show" and her purpose of teaching a body of facts and information. I also analyse the reaction of 1,406 TV students who had responded to a written questionnaire. HBY

200. FRENCH SPEAKING PROFICIENCY TEST by Paul PIMSLEUR, Ohio State University, Columbus 10, Ohio, in *French Review*, April 1961, pp. 470-479. (Reprinted in *International Journal of American Linguistics*, January 1962, pp. 108-114.)

In this test, I attempt to measure objectively students' oral achievement in French, on the basis of a brief recorded sample. Oral proficiency is divided into several parts; in each, teacher judgments are focused on very specific points, for maximum objectivity. The test takes 20 minutes to administer (to a group in a lab), and 4 minutes per student to score. Data on a college sample shows inter-judge reliability of .91. A correlation of .60 with lab grades attests validity. Alternate forms are planned at two levels, elementary and intermediate. PP

201. CONTRASTIVE ACCENT AND CONTRASTIVE STRESS by Dwight L. BOLINGER, The University of Colorado, Boulder, Colo., in *Language*, January-March 1961, pp. 83-96.

In this article I show how the term *contrastive stress* has become practically standard in American linguistics to refer to the prominence that accompanies an item standing in a "rather than" relationship to something else. It is at fault in two ways: (1) its phonetic component is chiefly pitch, and it might better be called *contrastive accent*. (2) It does not differ in form from other manifestations of pitch accent, so cannot be used if rigorous definition is called for. But a related phenomenon comes close to being exclusively expressive of "rather than": the shift of the position of the accent to another syllable in the word. We can use the term *contrastive stress* for this shifted position. DLB

202. VISUAL OR GRAPHIC by Max S. KIRCH, The University of Delaware, Newark, Delaware, in Modern Language Journal, January 1962, p. 37.

In this article I discuss the fact that the printed word is not a "visual" aid in the sense that pictures, projected images or puppets are. The printed word does not make the foreign language more meaningful by making a direct tie-up between the sounds and the object or situation involved. It is only a symbol, rather than an image. It complicates matters by reminding the student of the sounds and spellings of his native tongue. To avoid confusion, we can refer to printed or written forms of language as "graphic" symbols reserving the term "visual" for those items which connect speech directly with things, activities or situations. MSK

203. AID FOR THE LANGUAGE LAB by Gifford P. ORWEN, Bethany College, Bethany, West Virginia, in Modern Language Journal, January 1962, pp. 39-40.

In this article I urge the use of phonetics in conjunction with the language laboratory. For the many students who do not have good auditory perception, it can be of inestimable benefit. It provides also a most effective adjunct to the relatively passive response and the monotony which the laboratory frequently engenders. Phonetics in the fullest sense of the science (physiological description of sounds, corrective exercises, drill with phonetic script, etc.), when utilized with the laboratory, provides a most effective system for attacking the pronunciation-diction barrier. GPO

204. DER EINSPRACHIGE DEUTSCHUNTERRICHT AN AUSLÄNDER by Heinz GRIESBACH, Goethe-Institut, Bad Reichenhall, Germany, in Deutschunterricht für Ausländer, Heft 5/6, 1960; Heft 1/2, 1961; Heft 5/6, 1961.

In this series of articles I attempt to describe the method of teaching German for students of different mother-tongues, as it is practised at the Goethe-Institut. This method, on which the text-book Deutsche Sprachlehre für Ausländer (Max Hueber-Verlag, München) is based, gives the student, from the very beginning, a well-founded knowledge of German grammar as well as a means of speaking correctly from the first lesson on. In these articles I try to describe the advantages of a direct and active method in teaching German, its difficulties in teaching, and how to overcome these difficulties. HG

205. J'ACCUSE! by Anthony D. ALDERSON, Price's School, Fareham, Hants., in Modern Languages, December 1961, pp. 145-47.

In this article I show that the teaching of Modern Languages in England is unrealistic because the General Certificate of Education syllabuses lay so much emphasis on translation and so little on oral work that there is no time to develop other skills (thought, conversation, reading, creative writing). As a result teachers and textbooks fail to impress upon English pupils that they are learning living languages. The standard of achievement in the practical field is far lower than that attained by foreign students of English. ADA

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206. SOVIET FOREIGN LANGUAGE TEACHER TRAINING SCHOOLS by Abraham KREUSLER, Randolph-Macon Woman's College, Lynchburg, Virginia, in Modern Language Journal, January 1962, pp. 22-28.

In this article information is given on the effects of Soviet education authorities to improve the preparation of foreign-language teachers. Ninety-six institutions are preparing teachers for the foreign-language field. Up to now the teaching program stressed the science of the language. In 1956 a reform movement was started by the Gorkij Institute which adopted the audio-lingual method. A practical mastery of the language was set up as a goal. A new curriculum based on the principles developed by the Gorkij Institute is being prepared by the Ministry of Education. Simultaneously a retraining program of unqualified teachers has been started. AK

207. AN ITALIAN IDIOM LIST by Joseph A. RUSSO, University of Santa Clara, Santa Clara, California, in Modern Language Journal, January 1962, pp. 14-21.

In this study I provide a list of 452 idioms whose frequency has been established by scientific methods. The study is based on 25 texts of Italian literary works published in this country, including novels, plays and short stories. Each idiom is listed according to its frequency (the number of texts in which it appeared), then alphabetically. Besides an introduction which explains the procedure followed, a list of the texts consulted is included. The study should prove of special value to authors of Italian texts since the list gives them an objective and scientific guide for their choice of idioms. JAR

208. TEACHING OF RUSSIAN AT THE HIGH SCHOOL LEVEL by Emma BIRKMAIER, University of Minnesota, Minneapolis 14, Minnesota, in Modern Foreign Languages in the High School, Marjorie C. Johnston (ed.), U. S. Dept. HEW Bulletin 1958, No. 16. Washington, U.S. Govt. Printing Office, 1958, pp. 91-101.

In this article I describe the Russian language curriculum at University High School, a laboratory school of the University of Minnesota, where students study Russian through learning dialogs and gain control of language structure through use rather than through the formal study of grammar. Language study is supplemented by learning about Russian civilization, by activities of the Russian Club, and by coordination with other departments to include units of instruction about Russian history, political institutions, geography, and literature. EMB

209. STEPS IN READING ENGLISH by Lois McINTOSH, University of California, Los Angeles, Los Angeles 24, California, in PCLS Monograph Series, No. 1, 1961, pp. 61-69.

In this article I address Filipino teachers of English in the elementary grades, suggesting that reading in English be postponed until oral control of that language has been established and that first reading be based on sentences already practised orally. Specific suggestions follow for the first lessons, for coping with reading aloud from material that does not reflect natural speech (lack of contractions and the like), for silent reading procedures, for increasing reading speed, for ensuring comprehension of material. The article tries throughout to counteract the still prevalent practice of requiring Filipino learners of English to read the language as if they were native speakers of it. The procedures outlined can be applied to other second language teaching areas. LMc

210. EXPERIMENTATION AND RESEARCH IN THE DEVELOPMENT OF MODERN FOREIGN LANGUAGE MATERIALS AND TEACHING METHODS by Klaus A. MUELLER, Associated Colleges of the Midwest, Beloit, Wisc., in International Journal of American Linguistics, Part II, Vol. 28, No. 1, January 1962.

In this paper I report the status of experimentation in foreign language teaching techniques and materials at the end of the first semester of a projected four year program of the Associated Colleges of the Midwest. I describe briefly seven experimental designs which explore the desirability of withholding writing activity during beginning phases of language learning, the efficacy of teaching devices such as language laboratories, the degree of mastery necessary to permit students to advance to new materials, questions of class size, the question of monitored vs. non-monitored lab sessions. I describe in some detail the plan for each of these designs, the problems inherent in them as well as projected solutions. KAM

211. WHY AN UNDERGRADUATE YEAR ABROAD IS SO WORTHWHILE / A REPLY by Paul G. GRAHAM, Smith College, Northampton, Massachusetts, in German Quarterly, January 1962, pp. 1-4. *

In this article I reply to an article by Professor Werner Neuse in the May 1961 issue of German Quarterly, entitled "Why do we send our Undergraduates to Germany?" I try to point out the great value of spending an undergraduate (usually Junior year) year in Germany. I emphasize the need to screen the applicants carefully on the basis of character, scholastic ability, and maturity. The article refutes the clear implication of Professor Neuse's article that a "third" year and a "fifth" year are mutually exclusive. In addition, I outline the ideal features of a Junior year abroad: Life with a well-selected family, regular university courses, cultural opportunities, travel abroad during vacations. PGG

212. THE QUESTION OF AN UNDERGRADUATE YEAR ABROAD. A SUMMARY AND REPLY by Werner NEUSE, Middlebury College, Middlebury, Vt., in German Quarterly, January 1962, pp. 8-9.

In this article I challenge the affirmative answers given by professors Graham and Russell to my question raised in a previous issue of our journal whether we should send our undergraduates to Germany and not wait until they have reached graduate level. While I agree with the two authors that there exists a general value in seeing and studying Germany at close quarters I question their arguments relating to the language preparation and maturity of outlook on the part of the undergraduate participants. A present fad is sending more college students to German universities every year, but university study abroad cannot bring lasting results until our American students are linguistically ready for it. WN

213. ENGLISH THE GLOBAL WAY by Jacob ORNSTEIN, U.S. Dept. of Agriculture, Graduate School, in Modern Language Journal, January 1962, Vol. XLVI, No. 1, pp. 9-13.

In this paper I have attempted to show the enormous role which English as a second language is playing in the world's communication network. Not only in the Free World, but in the Soviet Bloc as well, English is the "number one" interlanguage followed in many cases by French. So great is the global demand for English knowledge, that the U.S. Government has had to undertake and sponsor programs overseas (Dept. of State, USIA, AID). The great expansion of the field since World War II has resulted in programs largely controlled by structural linguists with "new key" approaches. Thanks to America's geopolitical position, Yankee English has acquired a considerable following where British English (several forms of it, in effect) was the general rule. JO

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*See Abstract 71.

214. PROGRAMING A BASIC FOREIGN LANGUAGE COURSE--PROSPECTS FOR SELF-INSTRUCTION by Fernand MARTY, Hollins College, Virginia, published by Audio-Visual Publications, Box 5497, Roanoke, Virginia.

In this booklet I describe what has been accomplished as of January 1962 in our attempts (a) to program a basic French course, (b) to make this program self-instructional. A summary of the principles we are following is given (recent modifications in our approach include: 1) the time lag between the audio presentation and the visual presentation has been further reduced, 2) the program contains two concurrent sections: one based on a strictly monostructural approach, the other based on a conversational approach. Total self-instruction has been tested and discarded for a variety of reasons (the problems posed do not appear solvable at the present time). We are now testing a partial self-instruction system in which the student spends up to 90% of his time on self-instruction and the rest of the time with the teacher. FM

215. SPANISH TEACHING AND RESOURCE GUIDE FOR ELEMENTARY SCHOOL (TENTATIVE) by Edward DILLER and Lynne SHAPIRO, Beverly Hills Unified School District, Beverly Hills, California. Curriculum Bulletin No.8, December 1961.

In this booklet we present our findings on Growth and Development in Foreign Language Learning in children, Methods and Pace, Objectives, but fundamentally we present seven units in detail for introducing Spanish in grades one through five. Each unit is based on a story around which games, pattern sentences, songs, reviews, and other activities are developed. ED & LS

216. RESOURCES FOR LANGUAGE AND AREA STUDIES by Joseph AXELROD, San Francisco State College, and Donald N. BIGELOW, U. S. Office of Education, published in 1962 by American Council on Education, pp. xiii plus 96, $2.

In this study the authors report that the establishment of 46 language and area centers at colleges and universities with NDEA funds has made a significant contribution without impairing the independence of the Institutions. Logan Wilson, president of ACE, writes in the Foreword: "In short, Federal funds have been given without Federal control." Chapter I of the study analyzes the genesis of the Center concept and the elements which constitute it; Chapter 2 describes current resources and practices; Chapter 3 contains recommendations on methodology, language-area balance, graduate-undergraduate balance, language and the national interest, and the future life of the centers. Appendix A constitutes a 15-page descriptive statement of the principle on which the audio-lingual approach is based. Appendix B presents detailed center statistics. It is recommended that the profession spare no effort in disseminating accurate information about the audio-lingual teaching approach as it applies to college and university language instruction, and, in addition, that it continue to foster the development of teaching and drill materials in the critical as well as in the commonly taught languages. Marthe Rexroth, Member, project staff.

217. VARIETY AND LANGUAGE LAB SUCCESS by Mac E. BARRICK, Lycoming College, Williamsport, Pennsylvania, in Modern Language Journal, December 1961, pp. 361-365.

In this article I discuss the need for a variety of materials and exercises in the laboratory program in order to maintain student attention and interest. An "ideal" language program is outlined, and suggestions are made as to available commercial materials which might be used; names and addresses of suppliers are provided. The use of audio-visual materials--films, filmstrips, slides, pictures, etc.--is stressed. MEB

218. SOMMES-NOUS PRÉPARÉS POUR L'ENSEIGNEMENT DE LA LANGUE? by Pierre DELATTRE, University of Colorado, Boulder, Colorado, in French Review, April 1960, pp. 483-490.

This article summarizes the linguistic aspects of French an instructor should be acquainted with before he can teach the language. He must separate the prosodic features from the sound features. He must be very familiar with the distinctive traits (described), at least at the articulatory level, and if possible at the acoustic level. He must not confuse those phonetic features that are unique to French (described) and those that offer ground for comparison with English (described). Historical facts explaining the deep divergences between the two languages are also essential in the equipment of a teacher of French. PD

219. ENGLISH IN THE COMMONWEALTH: 2. THE TEACHING OF ENGLISH IN THE SOUTH PACIFIC by George A. PITTMAN, Director English Language Institute, Victoria University, N. Z., in English Language Teaching, Vol. XV, No. 4.

In this article I describe in very broad terms the administrative and linguistic outlines of the area and suggest that certain difficulties in the learning of English based upon "the teaching effort pattern" arise not from the phonemics or structure of the indigenous languages but from the lack of concepts which appear either non-existent or very weakly developed in comparison with their development in English. In order to avoid a massive remedial problem at later stages it is suggested that the materials and the first few years of instruction in English be restricted but that teaching should be very thorough with copious revision in areas of conceptual differentiation. The major areas for such effort appear to be around concepts of time, condition, comparison, measurement, and obligation. GAP

220. THE TEACHING OF RUSSIAN IN THE UNITED STATES by J. T. SHAW, University of Wisconsin, Madison, in Modern Language Journal, XLV, No. 8, December 1961, pp. 347-349.

In this article I give a brief history of the development and status of the teaching of Russian in the United States. A Russian-language version of the paper was broadcast over the Voice of America on September 9, 1961. For the Russian audience the paper stresses how the teaching of Russian has developed organically in America in response to locally felt needs on all levels--an aspect of the American educational system completely foreign to the Russians and judged worthy of calling again to the attention of an American audience. JTS

221. THE FRENCH SPEECH CLINIC by John N. PAPPAS, Indiana University, Bloomington, Indiana, in French Review, October 1961, pp. 74-76.

In this article I describe an experimental program held at Indiana University for improving the oral proficiency of teachers and prospective teachers of French. Students were taken individually, a recording of their French analyzed, and a remedial program prescribed. In addition to laboratory exercises, the student prepared a passage weekly to be read in the clinic where pronunciation and intonation errors were diagnosed and corrected. At the end of the program the initially recorded selection was re-recorded for comparison. The same program was offered, with daily conversation classes added, in a special summer course for teachers with credit applicable toward the MAT degree. JNP

222. THE FUTURE IN MODERN LANGUAGES: BANDWAGON OR BALANCE? by Emma Marie BIRKMAIER, University of Minnesota, Minneapolis 14, Minnesota, in International Journal Of American Linguistics, Part II, January 1962, pp. 141-149.

Teachers of foreign languages need a channel of communication to bring them news of developments around the country in their field and to carry their voices on issues affecting their area to policy makers. The NEA already has both the teacher membership and the policy making groups within its organization, as well as liaison with other associations and government groups which affect education. By uniting foreign language teachers into a Department of Foreign Languages in the NEA, direct representation at the highest level would be gained where a balanced curriculum for America can be developed which includes a good foreign language program. The Department would also provide many services to members. An ad hoc committee has taken initial steps to establish such a department. (It became a reality June 28, 1961.) EMB

223. UN COURS D'EXERCICES STRUCTURAUX ET DE LINGUISTIQUE APPLIQUÉE by Pierre DELATTRE, University of Colorado, Boulder, Colorado, in French Review, May 1960, pp. 591-603.

A concrete description of the NDEA Institute course in Applied Linguistics offered at the University of Colorado, summer 1959. The program is essentially contrastive. It includes: The general linguistic concepts that have a practical value in secondary school teaching; Distinguishing phonetic from phonemic transcription; Learning the phonemic traits through minimal pairs--a detailed list of examples is presented; Learning morpho-syntactic traits through pattern drills of contrastive transformation. The structures presented are advanced. They mostly cover the personal pronouns, prepositions with verbs, and combinations of tenses. PD

224. PREPARING OBJECTIVES FOR PROGRAMED INSTRUCTION by Robert F. MAGER, Central Research Laboratory, Varian Associates, Palo Alto, California, published by Fearon Publishers, 828 Valencia Street, San Francisco, California, 1961.

In this book I provide a set of guidelines for preparing instructional objectives. A clear statement of objectives is a crucial step in effective teaching and/or programing, and I have tried to provide a procedure for developing statements of objectives most likely to communicate. (The book is not about who should select objectives, which should be selected, or about how to write programs.) The book, partly in programed form, provides instruction and practice in recognizing objectives that describe what the learner must be able to do to demonstrate his success, and that describe a criterion of acceptable performance. A self-test is provided so that the reader may evaluate how well I succeeded. RFM

225. A NEW APPROACH IN FOREIGN LANGUAGE READING by Joseph P. EBACHER, Xavier University, Cincinnati 7, Ohio in Modern Language Journal, April 1961, pp. 165-168.

In this paper I describe a new format which I have designed for modern language readers. In this formal there is a scientifically controlled inter-linear vocabulary which is hidden from view by a plastic grill while the student is reading. When the student encounters a word with which he is not familiar, he slides the grill slightly and the vocabulary comes into view. A pilot study revealed that students read 52% more material with 50% fewer errors in a given amount of time than they did with conventional readers. Results from a more extensive study on retention of vocabulary thus encountered: words seen 5 times: 64.5% retention; 4 times:45.4%; 3 times:40.8%; 2 times:27.1%; 1 time: 26.3%. JPE

226. THE ORGANIZATION OF LANGUAGE. Teaching Film Custodians, 25 W. 43 St., New York 36, N.Y. Produced by The Modern Language Association and The Center for Applied Linguistics in cooperation with TFC. 34 minutes, 16 mm, sound, black and white, 1961. $170. Reviewed by L. C. Larson, Carolyn Guss, and Herminia M. Barcelona in *Educational Screen and Audio-Visual Guide*, October 1961, p. 558.

The review attempts to describe precisely and concisely the content of the film and to render an appraisal of its educational usefulness based upon the reactions of an evaluating committee. The third in a series of five films titles "Principles and Methods of Teaching a Second Language," the film demonstrates that children learn their native language orally and shows that the organization of language is based not so much on logic as on the customs and conventions peculiar to each language. The previewing committee feels that the film will instruct teachers in applying the principles of linguistics science to the teaching of a second language, and that students in beginning classes in foreign languages will benefit also for it shows them in a "thousand pictures" why they are studying what they are studying. CG

227. THE INFLUENCE OF THE LANGUAGE INSTITUTE PROGRAM-PAST, PRESENT, AND FUTURE by Vincenzo CIOFFARI, D. C. Heath and Company, 285 Columbus Ave., Boston 16, Mass., in *Modern Language Journal*, February 1962, pp. 62-68.

In this article I summarize the basic objectives of the Language Institute Program and trace concisely the developments which led to its establishment. I examine the significance of these basic objectives for the improvement of the quality and extent of modern language instruction. I attempt to clarify the role of the science of linguistics in its application to teaching situations and new methodology. I describe the influence of the Program on participating institutions, participants, and non-participants. I present an estimate of the strengths and weaknesses of the Program and outline the principles of modern language teaching on which the estimate is based. I venture into an evaluation of the Language Institute Program for the modern language profession. VC

228. AUDIO-LINGUAL TECHNIQUES FOR FOREIGN LANGUAGE TEACHING by Karl J. GREBANIER, Winthrop Junior H.S., Brooklyn 3, N.Y., published by Teachers Practical Press, Inc., 47 Frank St., Valley Stream (L.I.), N.Y., September 1961, 44 pp. $1.75.

In this booklet I point out how the teacher can implement the audio-lingual experimental approach to foreign languages, from the very first day. The manual is divided into four chapters on Organization and Procedures, Background of Romance Languages, Pronunciation and the actual Units for the approach. The Organization and Procedures chapter includes the day by day method and how to use tape-recorders to the best advantage. The Units are in French and in Spanish in two separate columns for use in either language. Progress Tests are included as well as the way to incorporate reading when that stage is reached. A sample "Dictation" and the method employed is given. Some additional reading material and songs are included in the Appendix. The manual is geared for those who start at the seventh grade or lower. KJG

229. READING AND COMPREHENSION by Tilottama P. SIRKAR, Central Institute of English, Hyderabad 7, Andhra Pradesh, India, in Bulletin of the Central Institute of English, September 1961, pp. 113-120. Read to the trainees (teachers from all over India) at the CIE in January 1961.

In this article I have illustrated how a teacher can make use of the latent ability for selection, organisation and reproduction in his pupil when he is teaching the pupil to read a foreign language. This includes how to train pupils to read to get significant details; to extract the main ideas in reading for remembering; to follow written directions or instructions; to read critically, to read to compare matter or form, and special reading techniques, and note taking. It also includes suggestions to improve the range and accuracy of comprehension and some comprehension exercises. TPS (R)

230. POTENTIAL FLES TEACHERS AND THEIR TRAINING by Jean V. ALTER, University of Maryland, College Park, Maryland, in Modern Language Journal, January 1962, pp. 42-44.

In this article I review the organisation of an evening course in methods of teaching FLES for potential FLES teachers of Prince Georges County, Md. The students were divided into three groups: 1) native speakers with no experience in elementary school teaching, 2) college graduates with no experience in elementary school teaching, and 3) elementary school teachers with no experience in FLES teaching. It was found that group (1) was most resistant to the assimilation of FLES techniques, that group (3) needed an intensive language review, and that group (2) proved to be the most flexible and gifted in the assimilation of FLES teaching methods, while needing only a short refresher in the foreign language. It was also found that a single course could satisfy the needs of all three groups. JVA

231. A NEW COURSE IN CONTEMPORARY FRENCH CIVILIZATION by Herbert B. MYRON, Jr., Boston University, Boston, Mass., in French Review, February 1962, pp. 402-7.

In this article I describe a course on France of today, of the Fifth Republic since June 1958. It has little in common with the more conventionally and seemingly universal, thus far uncontested anthropological or sociological approach popular in American education. Its accent is decidely literary though not academically "belles lettres." It tries not to lose sight of the traditional aim of American education, the liberal arts as intellectual emancipation and adventure. HBM (R)

232. COLOUR SLIDES IN LANGUAGE TEACHING by Leslie A. HILL, The British Council, New Delhi, India, in English Language Teaching, July-September 1961, pp. 164-167.

In this article I recommend the use of 35 mm. colour transparencies, photographed by the teacher himself and projected on to a daylight screen by means of a film-strip projector, for language teaching. A series of transparencies which tells a story is better than a film-strip; and colours hold the pupils' interest more than black and white. I give details of how I use such transparencies for aural comprehension, oral composition and written composition work; and for tests of aural discrimination, oral intelligibility, reading comprehension and written composition. LAH

RESEARCH OF THE PAST THAT SHAPED THE PRESENT

233. THE LANGUAGE STUDIO by Frederick D. EDDY, Georgetown University, Washington 7, D.C., in Modern Language Journal, April 1944, pp. 338-341. (Vol. 28, No. 4).

In this article I reported from Green Mountain Junior College on the first 2½ years of an experimental FL laboratory. To avoid confusion with instrumental phonetics research laboratories I called it a "studio." I gave the rationale: more contact hours to practice basic audio-lingual skills with listening first and foremost, immediate correction of errors, accommodation of individual differences. And I described the equipment: disk playback, loudspeaker, headphones; materials: home-made and commercial disks; staff: instructor, student informants; housing: an empty classroom; schedule: a combination of library and group work with minimum requirement for beginners 15 minutes 5 days a week; methods: somewhat enlightened; and results: encouraging, promising. I closed with a breakdown of costs for 2 years: including $250 for student assistants, a total of $390. FDE

234. A TECHNIQUE OF AURAL-ORAL APPROACH by Pierre DELATTRE, University of Colorado, Boulder, Colorado, in French Review, January 1947, pp. 238-250, February 1947, pp. 311-324.

Two teaching experiments that were carried out at the same time under equal conditions by the same teacher are compared. In one, the textbook was used from the beginning. In the other, teaching was completely audio-lingual for the whole first semester—no book, no reading, no writing. Learning from the teacher's voice and overlearning from recorded material (echelon, substitution patterns, etc.) resulted, after one semester, in a much more active knowledge but a much smaller vocabulary than the "book" class. At the end of the second semester, however, the "audio" class had caught up in reading ability. PD

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235. A NEW LOOK AT LEARNING by Alfred S. HAYES, Harlan L. LANE, Theodore MUELLER, Waldo E. SWEET, in Current Issues in Language Teaching. Reports of the Working Committees, 1962 Northeast Conference on the Teaching of Foreign Languages, William F. Bottiglia, ed., pp. 18-60. (Obtainable until April 1963 from Prof. Edward A. Geary, 207 Boylston Hall, Harvard University, Cambridge, Massachusetts.)

In this report we review the principles of programmed learning and discuss current applications to foreign language learning. The headings under which the subject is treated provide a good overview of the contents: (1) What is programmed learning? (2) The programming process; (3) Presentation devices; (4) A sample program; (5) Who programs? (6) Immediate application to foreign language instruction; (7) Special audio-lingual programming problems; (8) Field trials; (9) Research; (10) Planning and outlook: programmed learning and the role of the teacher; (11) summary. ASH

236. SILENT SPEECH IN THE STUDY OF FOREIGN LANGUAGES by Alexander N. SOKOLOV, Institute of Psychology, Academy of Pedagogical Sciences R.S.F.S.R., Moscow, USSR, in Voprosy Psikhologii, No. 3, 1960, pp. 57-64.

In this article I describe the results of my electrophysiological experiments concerning the participation of "silent speech" (latent articulation) in the process of soundless reading of texts in the native language and in foreign languages. I have been experimenting with students and colleagues who had varied knowledge of the foreign language (English). It was found that the degree of tension of the organs of articulation (tongue and lips) was directly dependent on the grammatical and semantic structure of the texts. The more difficult the text the more latent articulation was expressed. Inversely it was dependent on the reading skill. The better established the reading skill the less latent articulation was expressed. Analogous results can be observed concerning the audial perception of foreign speech. On the basis of these facts I examine the question of vocalized and latent articulation in the process of teaching foreign languages. ANS

237. FLES AND THE STATE OF NEW JERSEY by Frank DAUSTER, Rutgers University, New Brunswick, New Jersey, in Hispania, Vol. XLV, No. 2, May, 1962, p. 305.

In this letter to the editor I point out a recent ruling by the State Board of Examiners of the New Jersey State Department of Education, which requires that teachers of foreign languages in elementary schools are now required to obtain general elementary certificates. This requires that they take 18 credit hours of Arts and Crafts, Health and Physical Education, Music and other areas, and they must take work in all these areas. By this step, the State of New Jersey can only discourage those teachers and municipalities who are engaged in FLES. FD

238. TOWARD A CLASSIFICATION OF PRONUNCIATION ERRORS by William G. MOULTON, Princeton University, Princeton, New Jersey, in The Modern Language Journal, XLVI, March, 1962, pp. 101-109.

In this article I try to classify the types of pronunciation errors which occur in second language learning, and to suggest the corresponding types of corrective drills which might be effective. The classification is based on a contrastive analysis of the phonemic systems of the source and target languages. In the examples given, the source language is usually English and the target language is usually German. Four general classes of errors emerge: phonemic, phonetic, allophonic, and distributional. Most classes consist of several sub-classes. WGM

239. THE MEANING OF YES AND NO IN ENGLISH AND KOREAN by Soon-Ham Park KIM, The University of Michigan, Ann Arbor, Michigan, in Language Learning, 1962, Vol. XII, No. 1, pp. 27-46.

In this article a contrastive analysis of meanings and uses of the response words yes and no in English and Korean is attempted. English and Korean patterns of responses to five specific types of response-eliciting stimulus sentences are compared through charts. The article describes that in English the response words are used on the basis of the affirmative or negative status of the fact, whereas in Korean they are used on the basis of the relationship between the status of the fact and of the preceding stimulus sentence. Thus the article also points out that due to this different native linguistic background the Korean learner of English has difficulty in producing correct answers to the negative stimulus sentences. Added at the end are three levels of suggested lesson plans for drills of correct uses of English response words. SHPK

240. THE NATURE AND USE OF A PHONEMIC TRANSCRIPTION by J. Donald BOWEN, Philippine Center for Language Study, Pasay City, Philippines in Background Readings in Language Teaching, 1962, pp. 64-69.

In this article I outline some of the difficulties of talking and writing about sounds. The lexicographical tradition identifies sounds by the letters commonly used to spell them, with or without such distinguishing modifiers as long, hard, broad, etc. and corresponding diacritics to represent them. Second language teachers of a language like English can usually make better use of a system of respelling based on the phonological structure of the language rather than closely following the spelling. Pronunciation can more efficiently be taught with reference symbols (if any such symbols are to be used) which are unambiguous, consistent, uniquely representative, economical, and suggestive. JDB

241. LA METHODE AUDIO-VISUELLE STRUCTURO-GLOBALE ET SES IMPLICATIONS DANS L'ENSEIGNEMENT DE LA PHONETIQUE by Petar GUBERINA, The University of Zagreb, Yugoslavia, in Studia Romanica et Anglica Zagrebiensia, October, 1961, pp. 3-20.

In this article I write about the principles of a new method for teaching foreign languages. Our existence is a structure and the most important form of the existence is a dialogue; that is why an audio-visual course is a dialogue. The situations of the everyday life are heard in a dialogue in the spoken language on a tape recorder and explained by means of a picture. One of the most important parts of teaching a foreign language is teaching of the phonetics, e.g. of the acoustical aspect of the language where the intonation is the most important component. The machines such as the tape recorder in the class and in the laboratory and the SUVA-LINGUA (Système universel verbotonal d'audition) are the most helpful machines applicated in this method. PG

242. MUSIC IN THE LANGUAGE CLASSROOM by Graham A. R. BARTLE, Secondary Teachers' College, Swanston St., Parkville, N. 2, Victoria, Australia, in Babel, April, 1962, pp. 5-7.

In this article I give some methods of using music as an aid to the teaching of French in the classroom. French folk-songs and carols are rich in examples of grammatical constructions, and contain valuable vocabulary material in an easily-memorisable form. Teachers can also make profitable use of adaptions and translations of modern songs. Presentation of the song needs to be business-like and clear, and, with a little thought and careful planning, can be effectively carried out, even by the self-styled "unmusical" teacher. GARB

243. THE UNIVERSITY OF MICHIGAN PROJECT TO PROGRAM RUSSIAN FOR SELF-INSTRUCTION by Edgar N. MAYER, University of Buffalo, Buffalo, New York, in The Slavic and East European Journal, Spring, 1962, pp. 44-49.

In this article I describe the Russian teaching-machine for which I am the programmer under the Audio-Lingual Language Project, an NDEA-supported project headed by F. Rand Morton. I first discuss briefly three concepts (operant conditioning, incremental learning, and the teaching machine); I then describe the procedures in each of the five stages or "tasks" into which the teaching-machine program is divided.

244. BEWARE OF "MODERN" METHODS by Helen N. POKA, Battin High School, Elizabeth, New Jersey, in The French Review, April, 1962, pp. 510-511.

In this article I disapprove of the use of some tapes and phonograph recordings, textbooks in circulation. There is too much of the animal-like drill under the label of "aural-oral" and "audio-lingual" method. A "revolution" is witnessed by us in FL instruction. Teaching machines will be able to do a wonderful job --if the textbook is well planned. There are tapes and phonograph recordings for the classroom, good ones--if you can discover them for yourself. HNP

245. A SOCIAL GAME FOR PRACTISING ENGLISH by Ernest ZIERER, Cosmos Academia, Trujillo, Peru, in English Language Teaching, January-March, 1962, pp. 83-85.

In this article I am describing a language game which provides for a strong motivation, a real environment and practice in speaking English. The game consists of a pack of 60 cards arranged in 15 sets of four. Each set deals with a specific structural pattern in form of 4 exercises which must be solved orally. On each card one of the four problems is solved. The player must try to get from his co-players, by solving the other problems, the rest of the cards which are necessary to complete the set. The players must try to get as many complete sets as possible. The winner (the one with the highest number of complete sets) is rewarded. As the cards are easy to make, the game can be adjusted to the students' level. EZ

246. THE PLACE OF THE LABORATORY IN THE NDEA INSTITUTES by Lawrence S. POSTON, Jr., The U. S. Office of Education, Washington 25, D.C., in International Journal of American Linguistics, Part II, Vol. 28, No. 1, January, 1962, pp. 150-154.

In this paper I describe a typical Language Institute schedule, and point out the necessity of integration of all institute activities, indicating the lab as one of the more important foci thereof. I quote the Freeman Report and stress the recommendation that improvement needed to be made in systematic instruction of the use of the lab in a secondary school situation. I point out the effect of the institute lab programs upon institutions of higher learning, and indicated more broadly the clear evidence that college and university faculties are radically revising their teaching methods. I concluded with a solemn warning against any parti pris or dogmatism in the whole field of FL teaching, and suggested that not even yet has anyone attained to the Ultimate Truth on this score. LSP

247. THE PAUSE LEVER: KEY TO SELF-PACING by G. MATHIEU in The German Quarterly, Vol. XXXV, No. 3, May, 1962, pp. 318-321.

In this article I urge that all tape recorders used by students in the language laboratory have a pause lever and that students should receive proper guidance in its use. The pauses in which students are to echo or respond are either too long or too short: they never are right. The pause lever permits a student to extend the pause to the length he needs and thus practice in building up his speech reflexes until he can perform in the allotted time provided on the tape without recourse to the pause lever. The pause lever in each student's hand adds the Skinnerian principle of self-pacing to the language learning process in the echoing and responding phase. The language lab should be above all a place where the student can learn at his own pace and internalize each structural drill at his own rate of speed. The classroom cannot do this; the lab can only do it if run on the independent mode and if each machine is equipped with a pause lever. GM

248. IN-SERVICE TRAINING OF FL TEACHERS by Gunther M. BONNIN, The University of Queensland, Brisbane, Australia, in Babel, No. 19, April, 1962, pp. 17-20.

In this article I summarize the historic fluctuations in FL interest in the U.S. up to the present and then describe those relevant mechanics of present-day in-service training of FL teachers which could profitably be adapted for Australian purposes. GMB

249. THE APPROACH TO THE STUDY OF FOREIGN LITERATURE by Roy C. KNIGHT, University College of Swansea, Swansea, Great Britain, in Modern Languages, March, 1962, pp. 21-28.

In this article I argue that to "teach" children literature is to teach them how to read-a lesson badly needed today-and to introduce them to great books. It implies the use of explication, or some equivalent technique of analysis and critical commentary, however informal. Examples are given to suggest how, even during the necessary process of translation, important notions of style can be introduced in the form of attempts to lay bare the author's intentions (choice of viewpoint, construction, ironic implications, etc.). While aiming at enjoyment, the teacher must demand disciplined effort; he should elicit, not impose, the pupil's reactions. RCK

250. METHODS AND TECHNIQUES IN TRANSITION by Elton Hocking, Purdue University, Lafayette, Indiana, in The French Review, Vol. XXV, No. 4, February, 1962, pp. 396-401.

In this article I submit that conversational language is normally used with reference to a visual context of persons and things. The combination of kinesics, paralanguage and visible referents provides multisensory imagery whose associations reinforce learning and recall. The language learning situation should therefore be audiovisual and not merely audiolingual. Authentic visuals from abroad, especially films and videotapes, can provide also those cultural values which are basic to our purposes. Our profession must beware of bandwagons and slogans: the national interest precludes personal interest and demands of us much research and true professionalism. EH

251. "SECONDARY STRESS" IN SPANISH by Dwight L. BOLINGER, University of Colorado, Boulder, Colorado, in Romance Philology, Vol. XV, No. 3, February, 1962, pp. 273-279.

In this article I show that while primary stress (potential for pitch accent) is morphologically conditioned and hence phonemic (e.g., válido, valido, and validó contrast with one another), the secondary reacts to several influences, including (1) distance from the primary--phonological conditioning; (2) analogy with a related word, usually a cognate--morphological conditioning; and (3) position in the utterance, especially when the word is a citation form--syntactic conditioning. It therefore frequently varies from utterance to utterance and from speaker to speaker, and can hardly be regarded as phonemic. DLB

252. LINGUISTICS AND LANGUAGE TEACHING by Robert A. HALL, Jr., et al., Cornell University, Ithaca, New York, Northeast Conference on the Teaching of Foreign Languages, 1962, Reports of Working Committees, pp. 3-17.

In this report we discuss the implications of linguistics for the teaching of foreign languages, the construction of texts, and the adaptation of existing texts. Emphasis is laid especially on the necessity of the oral approach and of the analysis of language as spoken, in order to drill learners in the patterns of the target language. Laboratory aids are considered useful only insofar as they serve to build up habits in the target language, which can be established only on the basis of accurate analysis and construction of drills. RAH

253. A COMPARATIVE STUDY OF DECLARATIVE INTONATION IN AMERICAN ENGLISH AND SPANISH by Pierre DELATTRE, Caroll OLSEN, and Elmer POENACK, The University of Colorado, Boulder, Colorado, in Hispania, Vol. XLV, No. 2, May, 1962, pp. 233-241.

In this article we compare through objective spectrographic analysis two extemperaneous lectures by Diego Rivera and Margaret Mead for declarative intonation contours expressing continuation and finality. A sample page of the contours studied statistically illustrates these results: a. Spanish continuation is mainly rising, English mainly falling. b. Spanish has two distinctive contours for major and minor continuation, a contrast not clear in English. c. Spanish finality is expressed by high unstressed syllable with straight fall on final stressed syllable. English uses low unstressed and rise with winding fall on final stressed. Following unstressed syllables, if any, are more falling in English. PD, CO, EP

254. AMERICAN FLES ABROAD by Alfred W. BEERBAUM, US Army Dependents Education Group, Karlsruhe, Germany, in The Modern Language Journal, January, 1962, pp. 44-45.

In this report I tell about the US Army's host nation language program in its 100 elementary schools in Europe, the largest of its kind in the world. It has been in uninterrupted operation since 1946 and enrolls 7,500 pupils in grades 1-8 in French, 45,000 in German, and 1,600 in Italian. Its 300 teachers are local nationals. Chief purpose of the program is to help children adjust speedily and well to a new environment. Stress is on hearing and speaking. PTA's endorse this. The Army's tendency to house its people in self-contained "villages" is offset by frequent contacts with the international community. Results are good. No objective tests yet. Cost of program: $600,000. AWB

255. YAOUNDÉ CONFERENCE ON TEACHING SECOND EUROPEAN LANGUAGE IN AFRICA by Sirarpi Ohannessian, Center for Applied Linguistics, 1346 Connecticut Ave., Wash. 6, D.C., in The Linguistic Reporter, February, 1962, pp. 1-2.

In this article I give a summary of discussions at an international conference of specialists in the teaching of a second European language in Africa, called by the Commission of Technical Cooperation in Africa South of the Sahara. The main topics of discussion reported on are: a general analysis of the situation as viewed by the meeting; the teaching of adults, especially those in responsible positions in the newly developing states, practical problems arising out of rapid teaching centers; language teaching in schools, in particular methods of teaching and teacher training; and cooperation within Africa, in particular the possibility of teacher exchange. SO

256. THE CONCEPT OF PATTERN by J. Donald BOWEN, Philippine Center for Language Study, Pasay City, Philippines in Background Readings in Language Teaching, 1962, pp. 21-26.

In this article I attempt to encourage and promote an understanding of the widely misunderstood concept of pattern (in the Philippines patterns are usually thought to be the specific sentences in teaching guides) so that it might become as useful a tool in pedagogy as it has proved to be in linguistic analysis. JDB

The next seven abstracts, No. 257 to 263, appear in Reports and Surveys and Studies in the Teaching of Modern Foreign Languages, The Modern Language Association, 1959-61. Reprints of individual reports $0.50. Copies of the entire report $1.00 to members of the Association, $4.00 to others. MLA FL Research Center, 60 Fifth Ave., New York 11

257. FOREIGN LANGUAGES IN INDEPENDENT SECONDARY SCHOOLS, FALL 1959 by John HARMON, pp. 35-42.

In this report I summarize data on foreign language enrollments in the 1,278 Independent Secondary Schools which responded to a survey for Fall, 1959. Grades 9-12 are the subject of the bulk of the research; grades 7 and 8 are treated briefly. The following information is given on French, German, Hebrew, Italian, Russian, Spanish, Greek, Latin, and "Other" languages: enrollment by state; the per cent represented by each language out of the total foreign language enrollment of each state; the per cent of the total modern foreign language enrollment; and the per cent of teaching manpower in each language in each state. Several addenda treat such items as numbers of graduates in 1959 and in 1960, graduation requirements in foreign language, and numbers of language laboratories in operation or planned as of Fall, 1959. JH

258. MODERN FOREIGN LANGUAGE ENROLLMENTS IN COLLEGES AND UNIVERSITIES, FALL 1958 - FALL 1959 by Mara VAMOS, Harry MARGULIS and Frank WHITE, pp. 49-90.

In this report we summarize data on modern foreign language enrollments in 1,041 colleges and universities for Fall 1958 and Fall 1959. The following information is given on French, German, Italian, Russian, Spanish, and "Other" languages: enrollments by state and institution; the per cent represented by each language out of the total modern foreign language enrollment of each state; increase in enrollments over 1958 in modern foreign languages and per cent of increase for each state; per cents of increase in enrollments in each language out of total modern foreign language enrollment increase (1958-1959). Two addenda give detailed information on "Other" languages. MV, HM, FW

259. MODERN FOREIGN LANGUAGE ENROLLMENTS IN COLLEGES AND UNIVERSITIES, FALL 1960. by Mara VAMOS, John HARMON, Hannelore FISCHER-LORENZ and Frank WHITE, pp. 91-125.

In this report we summarize data on modern foreign language enrollments in the 1,039 colleges and universities which responded to a survey for Fall 1958 and 1959, and 167 additional institutions. Similar information is given as in above report for 1958-59. JH

260. LANGUAGE LEARNING IN AMERICAN COLLEGES AND UNIVERSITIES: DATA ON DEGREES, MAJORS, AND TEACHING PRACTICES by Mara VAMOS, John HARMON, Frank WHITE, and Hannelore FISCHER-LORENZ, pp. 127-133.

In this report we analyze material received from foreign language department chairmen in 992 institutions. Our references are Fall, 1959 and the academic year 1958-59. The main subjects of our analysis are degrees awarded in modern foreign languages in 1958-59, and majors enrolled in languages as of Fall, 1959. Also treated are teaching practices (language laboratories, foreign language residential houses, and language programs abroad) and trends in curricula (methods courses, fluctuations in interest among the languages, language demand, and shortages of qualified faculty). Detailed listings of the numbers of degrees and majors in each institution are included; divisions according to bachelor, master, and doctorate are observed throughout. Names of institutions with laboratories, residential houses, and language programs abroad are appended. JH

261. MODERN FOREIGN LANGUAGE FACULTIES IN COLLEGES AND UNIVERSITIES by Mara VAMOS and John HARMON, pp. 135-152.

In this report we present information on 8738 teachers of modern foreign languages in 1052 institutions in 50 states, the District of Columbia, and Puerto Rico, as of Fall 1959. Breakdowns are given in such categories as type of employment (full-time or part-time), academic rank, teachers of language, and teachers of literature. National data are broken down additionally according to regional association. Information is given individually for each of the 1052 institutions which participated in the survey. French, German, Italian, Russian, and Spanish are treated separately. All other languages are covered in two addenda. MV, JH

262. A SURVEY OF FLES PRACTICES by Nancy V. ALKONIS and Mary A. BROPHY, pp. 213-217.

In this article we give an account of our observations of FLES programs in the sixty-two school systems visited during our survey. The majority of FLES programs are not fulfilling their stated objective: The development of the listening, speaking, reading and writing skills. The lack of teachers with the necessary language competence and training in methodology as well as the use of unstructured materials with vague, immeasurable content contribute to the inadequacy of existing programs which are almost never carefully planned as unbroken, cumulative sequences. From the evidence gathered we found it necessary to conclude that what was begun as a serious effort to improve language proficiency has, in the majority of school systems, taken on the chaotic earmarks of a fad. NVA

263. THE TEACHING OF GERMAN IN THE UNITED STATES FROM COLONIAL TIMES TO THE PRESENT by Edwin H. ZEYDEL, The University of Cincinnati, pp. 285-308.

In this report and research project I give a comprehensive survey, in an Introduction and six chapters, of the rise and development of the teaching of German in schools, academies, colleges and universities of this country from its first beginnings in Pennsylvania about 1700. Special and detailed emphasis is placed in the last chapter upon the important and encouraging developments in the teaching of the modern foreign languages since World War II as they affect German. Stress is also laid particularly on the lessons to be drawn from history, e.g. that all language teachers are engaged in one homogeneous task, and that what harms one language will ultimately harm them all. This is the first treatment of the subject in a separate monograph ever to be essayed. It is based entirely upon independent research, performed for the Modern Language of America pursuant to a contract with the U.S. Office of Education. EHZ (R)

264. COMPARING TWO LANGUAGES:TAGALOG AND ENGLISH by Roderick J. HEMPHILL, Philippine Center For Language Study, Pasay City, Philippines, in Background Readings in Language Teaching, 1962, pp. 26-35.

In this article I present a very general introduction to the theory of contrastive analysis. With examples from Tagalog and English on the phonological, morphological, syntactic, and cultural levels, I try to show something of how the principles and procedures of contrastive analysis can contribute to the production of an effective course in English for Tagalog speakers. Most of the examples show typical mistakes made in English by a speaker of Tagalog, pointed out by citing the corresponding Tagalog utterance why the mistake was made, and presenting the correct English utterance. The article is aimed at Filipino teachers with no formal training in linguistics or language teaching. RJH

265. AN FL BLUEPRINT IN FOCUS by Theodore Andersson, The University of Texas, Austin 12, Texas, in The Modern Language Journal, March, 1962, pp. 116-117.

In this article I sketch the main features of a defensible program of FL instruction beginning in the kindergarten or grade 1 and continuing through grade 12. Such a program should respect the nature of language; the normal processes of language learning; the principles of developmental psychology, especially as they affect children speaking languages other than English; proper articulation from grade to grade but particularly from primary grades to intermediate, to the junior high school, and through the senior high school; and the desirability of making greater use of the Advanced Placement Program for students preparing for college. Such a program presupposes a great improvement in our teacher training. TA

266. MATERIALS AND TECHNIQUES FOR THE LANGUAGE LABORATORY by Edward W. NAJAM (ed.), Indiana University, Bloomington, Indiana, in International Journal of American Linguistics, Part II, Vol. 21, No. 1, January, 1962. Report of the 2d Language Laboratory Conference, March 1961.

In this article I mention first the past contributions of structural linguists to modern language teaching particularly in the preparation of the ACLS-Army Basic Courses in WW II. The structuralist insists on the primacy of the spoken language and on bringing into awareness structural differences and similarities between learner's language and target language. In the future much may be expected of studies in the area of semology, the level of analysis beyond pure syntax. Semology allows us to determine how language makes "sense" through the study of permitted and prohibited occurrences in patterned distributions. Syntactic constituents are seen as various semological functions—actor, agent, vocative, appositive, etc. — and a structural basis emerges for classifying verbal tenses, modes, etc., and for classifying nouns as mass, count, proper, common, etc. EWN

267. THE WORD AND THE SPELL by Edward WILLIAMSON, Wesleyan University, Middletown, Connecticut, in Newsletter Modern Language Association Conference, Vol. I, No. 1, December, 1961, pp. 15-21.

In this article I urge that the aural-oral method and literature belong together: literature is essential to any life-enhancing study of language, and intimate experience of the living language is essential to the understanding of literature. Literary passages should be used in class and laboratory from the beginning. French and Italian examples follow. EW

268. THE LANGUAGE CAMP, A DIFFERENT APPROACH TO ELEMENTARY FOREIGN LANGUAGE INSTRUCTION by Erhard M. FRIEDRICHSMEYER, The University of Minnesota, Minneapolis, Minnesota, in The German Quarterly, Vol. XXXV, May, 1962, pp. 322-326.

In this article I reported the results of an experiment in which we placed 75 children, ages 10-12, in a camp, combining 4 hours of language instruction daily with camp sports and entertainment activities. The goal was twofold: (1) We intended to direct the children towards an emotional commitment to the German customs by creating as genuine a German atmosphere as possible.(2) We wanted the children to achieve control of German sounds and sound configurations, taught in 200 vocabulary items and in 2 prevalent sentence types (actor-action; equational). The results were highly encouraging. At the end of the session, 90% of the children signed up to return. By October, 1961, the planned maximum of 75 for 1962 has to be increased to 175 campers. Visiting parents and the press reacted very favorably, the Minneapolis Sunday Tribune with a color cover story. EMF

269. EXAMINATIONS AND ORAL PROFICIENCY IN MODERN LANGUAGES by William L. PRESSWOOD, The Modern Language Association, London, England, in Modern Languages, Vol. XLIII, No. 2, June, 1962, pp. 68-70.

Thinking of examinations as a process of stimulus and response, I argue that a language examination should include four ingredients: (a) written stimulus, written response (comprehension, essay, general questions); (b) oral stimuli, written response (dictation, reproduction); (c) written stimuli, oral response (reading aloud, dissertation); (d) oral stimuli, oral response (conversation, understanding instructions). All stimuli and responses should be in the language being tested. Except at a very advanced stage translation inhibits oral fluency and leads to misuse of the native language. Improved standardisation of oral stimuli and responses is made possible by the use of tapes. WLP

270. LATIN AND RESURGENT LANGUAGE STUDY by William C. KORFMACHER, Saint Louis University, St. Louis 3, Missouri, in The Classical Bulletin, March, 1962, p. 72.

In this editorial I call attention to "the new and vigorous emphasis now being placed on foreign language" at all educational levels, in both conventional and "unusual" tongues. This provokes the question: "What of Latin?" and the answer: "Latin now more than ever," for several good reasons. First, in all levels of education we must not lose sight of the ideals of liberal education, and Latin is preeminently a liberal subject. Second, the "language and area" approaches in the modern languages have been traditional in Latin. Third, Latin, with its many associations, is an ideal language to introduce the student to linguistic processes through a language of another race and time. WCK

271. A STUDY IN SPANISH PRONUNCIATION ERRORS by Norman P. SACKS, The University of Wisconsin, Madison 6, Wisconsin, in Hispania, Vol. XLV, No. 2, May, 1962, pp. 289-300.

In this article I analyzed, through taped recordings, the pronunciation of the twenty-nine Spanish participants in the University of Wisconsin's Summer Language Institute (NDEA), 1961. Nearly all errors and difficulties could be classified under nine headings (e.g., intonation, minimal vowel contrasts under weak stress, modification of consonants across word boundaries). Drills to develop good pronunciation habits are provided. Among the conclusions is a recommendation that the conventional phonetics course be replaced by one in phonology, combining phonetics and phonemics, and providing a comparison of the various aspects of Spanish pronunciation with those of American English. NPS

272. THE SCIENCE OF LANGUAGE by John P. HUGHES, St. Peter's College and Columbia University, published by Random House, New York, 1962, pp. 305.

In this book I seek to provide a readable textbook for a first course in linguistics, presenting an organisation of the material designed to facilitate learning. The first, more general part includes fundamental definitions, a history of the study of language (within which framework many basic principles of comparative linguistics can be introduced), a very broad survey of the world's language families, and a discussion of language and writing. The second part discusses phonetics, phonemics and syntactic analysis. On a number of points where terms or theory have not yet become standard and universal, the position taken is the author's own, but may still serve to lead into whatever particular approach the individual teacher prefers to follow. JPH

273. ASPECTS OF THE VERB IN RUSSIAN by W. F. TULASIEWICZ, Department of Education University of Cambridge, England, in *The Modern Language Journal*, Vol. XLVI, No. 5, May, 1962, pp. 199-204.

In this article I have tried to show that aspects can be taught in continuous reading (or conversational) 'pieces' made up of connected and graded sentences (examples given) in which pairs of verbs are seen at work. Skilful questions and 'discussion' based on the texts make the function of each verb easily understood. No grammar explanation is necessary before tackling the texts, but may follow. If so, the use of diagrams (reproduced) can make the basic ideas of duration and completion, from which other uses follow, absolutely clear. I have also broached the topics of English 'equivalents', translation and that of change of meaning caused by change in the intonation pattern. WFT

274. *DE(L,LA,LO,LOS,LAS) QUE* VS. *QUE(EL,LA,LO,LOS,LAS) QUE* OR THE FORCE OF TRADITION by Robert K. SPAULDING, Oakland, California, in *Hispania*, Vol. XLV, No. 2, May, 1962, pp. 309-314.

In this article I make an effort to show, through evidence gathered from contemporary writers, that whereas it is not only a traditional but also a good rule that *de* is usual in *Es más tarde de lo que creemos*, it is far from majority practice to use *de* in *El problema tiene más dificultades de las que hemos nombrado*, *que las que* being statistically dominant. The almost unvarying insistence upon *de* in American textbooks is possibly due to the influence of two or three nineteenth-century works of reference, a careful reading of which however proves not to have been so dogmatic after all. Since some of the variants of the construction are infrequent it is unwise to dwell upon it in the beginning classroom. RKS

275. PHONETIC STUDIES IN LANGUAGE-TEACHING by Peter STREVENS, The University of Leeds, Great Britain, in *Modern Languages*, March, 1962, pp. 11-20

In this article I outline British developments in teaching English as a foreign language and particularly in teaching the spoken language. In addition to its original use for imparting a good accent, phonetics provides the basis for *descriptive linguistics*, which is nowadays an integral part together with *education* and *organisation*, of the language-teaching process. New trends in language-teaching are mentioned and an appeal is made for great expansion of facilities for research and development in language-teaching in Britain. PS

276. INITIAL CLUSTERS AND THE SPANISH-SPEAKING LEARNER by David R. POWELL, Faculty of Philosophy and Letters, National University of Tucuman, Argentina, in English Language Teaching, January-March, 1962, pp. 95-101.

In this article I examine the fifty-one initial clusters (combinations of two or more consonants) of English for the benefit of teachers whose pupils' mother tongue is Spanish, and whose aim, in turn, is simply to become "internationally intelligible" rather than to attain a high degree of accuracy. Each cluster is illustrated by an English word and, wherever possible, by a Spanish word involving the use of a similar sequence in a similar position. The clusters are then dealt with separately or in groups, and the main differences with the corresponding Spanish clusters are analysed. Finally, suggestions are made on how to teach the clusters which Spanish-speaking learners find troublesome, reference being made to the necessary stages of teaching to enable the pupil to use the correct combinations in actual speech without conscious effort. DRP

277. SOME GUIDELINES FOR PLANNING FOREIGN LANGUAGE LABORATORIES by Amo DE BERNARDIS, Indiana University, Bloomington, Indiana, in International Journal of American Linguistics, Part II, Vol. 28, No. 1, January, 1962, pp. 131-137.

In this article I call attention to the growing interest of the educator and the general public in the foreign language laboratory, and that in the rush to provide laboratories we sometimes forget that merely making a change in teaching methods and introducing new materials and equipment into the school program, will not bring about the fundamental change in teaching and learning. Basic changes in the teaching processes require thorough planning on the part of the administrator and the teacher. Some guidelines for planning foreign language laboratories are suggested, such as determining specific objectives for the use of the foreign language laboratory, involving the faculty in the planning, learning from other people's mistakes, proceeding slowly, providing for change. Planning should be specific and clear, keeping the public informed and providing for maintenance and upkeep. ADB

278. THE POSITION OF GERMAN IN THE FLES MOVEMENT by Ernest E. ELLERT, Britannica Center, Palo Alto, California in The German Quarterly, Vol. XXXV, No. 2, March, 1962, pp. 196-202.

In this article I explain that one reason why FLES has been ignored by many German professors is that they confuse levels of foreign language teaching. Elementary language learning should not be identified with the elementary level of education. The elementary stage of foreign language learning exists when the learner, whether child or adult, begins a new language. If we wish to preserve and nourish the study of German in the secondary school and in the college, the members of AATG must give their wholehearted support and recognition to FLES, in person, in publications and in their meetings. We must cooperate with schools of education to develop courses for the adequate training of future teachers of German at all levels of education: primary, secondary, and college. EEE

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279. THE RELATIVE PRONOUN IN FRENCH by Edith KERN, St. John's University, New York, in The French Review, April, 1962, pp. 508-510.

In this article I have tried to simplify the teaching of the non-antecedent (or non-determinate) French relative pronoun by showing its similarity with the interrogative pronoun and classifying the clause it introduces as an interrogative clause once removed. This classification easily explains to the student of French the appropriate use of either ce qui, ce que, ce dont or quoi (preceded by a preposition) as translation of the non-determinate English relative pronoun "what," which often presents such difficulty. EK

280. TV FLES VS. LIVE FLES: A STUDY OF STUDENT REACTIONS by Gertrude MOSKOWITZ, Beverly Hills Junior High School, Upper Darby, Pennsylvania, and Edmund J. AMIDON, Temple University, Philadelphia, Pennsylvania, in The Modern Language Journal, Vol. XLVI, No. 5, May, 1962, pp. 213-219.

This article examines the attitudes of elementary school children toward foreign languages. The examination considers whether different learning conditions influence children's feelings about a foreign language. A questionnaire was administered to three groups. Group I received French lessons by TV and Spanish lessons from a "live" language teacher. Group II was instructed in French by TV. A control group had no foreign language instruction. Results found the "two-language" group expressed significantly more favorable attitudes toward foreign language than the "TV" group or the "no language" group; the "no-language" group revealed more favorable attitudes toward foreign language than the "TV" group. GM, EJA

281. STRESS IN ENGLISH by William S-Y. WANG, The Ohio State University, Columbus, Ohio, in Language Learning, Vol. XII, No. 1, 1962, pp. 69-77.

In this article I discuss the problem of the number of stresses that must be considered phonemic in American English. Although the most popular number is four, the amount of difficulty many experts have in distinguishing them indicates that the solution is problematic. A detailed review of efforts to define stress physically shows that there exists no method of experimentally determining quantities of stress. Despite the phonetic elusiveness of the concept, phonological rules can probably be devised to predict the various quantities of stress in English by making full use of syntactic information. The possibility of such a set of rules probably explains many linguists' ability to consistently mark stress even though the transcription cannot be phonetically justified. WSYW

282. THE LANGUAGE LABORATORY AND ADVANCED WORK by Lois S. GAUDIN, Brooklyn College of The City University of New York, Brooklyn 10, New York, in The Modern Language Journal, February, 1962, pp. 79-81.

In this article I show that the library type Language Laboratory has an important role to play in advanced work in language and literature on the college level. Advanced work requires facilities for independent study. Students should not be limited to the use of tapes with pre-prepared pauses. At Brooklyn College, using two machines linked together in each booth, the student can listen, record and playback. He is in complete control of the machines and material with which he works. Any tape may be used as a "master" for imitation as well as listening. The student himself creates the pauses he needs for imitating the "master", or for any type of response he may wish to record. On playback he hears again the master and his own responses. LSG

283. OBSERVACIONES SOBRE LA PRONUNCIACION DEL CASTELLANO EN COLOMBIA by D. Lincoln CANFIELD, The University of Rochester, Rochester, New York, in Hispania, Vol. XLV, May, 1962, pp. 247-248.

In this article I describe the principal dialectal differences, as far as pronunciation is concerned, in the Republic of Columbia, using data gathered during a six-month stay in the country as a Fulbright lecturer in Spanish Linguistics at the Instituto Caro y Cuervo. Characteristics of some five areas are analyzed in terms of phonemes and allophones and the relative phonological conservatism of the various regions is equated with the chronological development of Andalusian Spanish. The usual distinction of /L/ and /y/ in the Cordillera Oriental, the tense articulation of /s/ in most of the interior, the occlusive /b/, /d/, /g/ and the /s/ "apicoalveolar" are conservative. DLC

284. ADVANCED CONVERSATION COURSE by Merle L. PERKINS, University of California, Davis, California, in The Modern Language Journal, February 1962, pp. 75-78.

In this article I analyze and describe basic techniques which help students build in the foreign tongue essential "discussion" vocabularies they already employ in their own. The first concerns the statement of aim. The second relates to classification or defining the nature of person or object. A third way to increase our knowledge is to observe and point out cause and effect relationships. The fourth technique deals with similarity and contrast, and the fifth with describing objects by their own parts, qualities, and functions. The sixth and final discussion habit stresses expressions useful in referring to authority. All of the means described are joined in practice to form the argument of the speaker or writer. MLP

285. PREPOSITIONS, PREFIXES, AND THEIR PECULIARITIES by William M. SEAMAN, Michigan State University, East Lansing, Michigan, in The Classical Outlook, April, 1962, pp. 89-90.

In this article I treat the definition of the preposition and its position in relation to the object, both in Latin and in English. I show that as prefixes the prepositions may preserve the local force, but in many instances, in both languages, there is a tropical meaning to the compound. In a great many cases the force of the prefix is that of "completion," as is seen in the various verbs signifying "to die" or "to kill": interire, interficere, obire, occidere, perire, et al. There follow examples of other such compounds, selected from hundreds found in the Latin lexicon, which show this completion idea of the prepositional prefix. WMS

286. TEACHING ITALIAN BY TAPE by Frank NACCARATO, Morton Junior College, Cicero, Illinois in Italica, March, 1961.

In this article I review the experiment (1960-1961) in which I proved the original proposition that a foreign language may be effectively taught by a foreign language teacher who is not conversant in the language under experiment. In this experiment a master teacher, who knows Italian, planned and prepared the lesson for every day based on Speroni and Golino's grammar. This material was prepared first in writing and later on tape. The classroom teacher used this material under the direction of the master teacher who made periodic visitations to the class to help administer tests and evaluate the progress of the students. The experiment proved successful and the Ford Foundation renewed the grant to carry on the same experiment for one more year. This experiment caught the attention of many teachers throughout the U. S. FN

287. TIME-TESTED GUIDE LINES FOR EVALUATING FOREIGN LANGUAGE TEXTBOOKS by Alexander M. CHABE, State University College, Fredonia, New York, in *The Modern Language Journal*, January, 1962, pp. 31-32.

In this article I attempt to establish guide lines which are to be used in evaluating foreign language textbooks. The four aspects on which any FL textbook may be examined include: (1) format; (2) introduction; (3) lesson organization, and (4) appendix. Related to each major aspect are various sub-aspects which are also to be evaluated. A devised evaluative scale can be either in terms of "satisfactory" or "needs improvement" or can be based on a four-point value utilizing numerical ratings. A numerical score derived for each column can then be tabulated into a percentage ranking. Using the same instrument several textbooks can be evaluated either individually or by committees. AMC

288. LANGUAGE LABORATORIES by G. MATHIEU, Orange State College, Fullerton, California, in *Review of Educational Research*. (Instructional Materials: Educational Media and Technology), Vol. XXXII, No. 2, April, 1962, pp. 168-178.

This article traces the history of language laboratories, their contribution to language learning in the New Key, and points to the future of the language lab as a teaching machine. The lab makes its greatest contribution when used as an integral part of a program and is at its weakest when used as a mere adjunct to the grammar-translation type course. In the past few years structural linguistics and electronics have made the most direct contribution to FL learning, but neither could have made the impact they have without Skinner's programmed learning theory. The pattern drill, so vital to shaping language behavior, is an application of Skinner's stimulus-response-immediate reward/reinforcement principle. Much more research is needed into the events that create habitual behavior. Contains a four page bibliography. GM

289. LA "G" DE EXAMEN by Tomás NAVARRO, in *Hispania*, Vol. XLV, No. 2, May, 1962, pp. 313-316.

En este artículo explico que el primer elemento del sonido compuesto de la *x*, tanto en *examen* como en *éxito*, *máxima*, etc., no es igual en español al de la *g* del inglés *go* ni tampoco al de la *k*. Tal elemento consiste en una *g* suave y fricativa que se produce igualmente en *ciego*, *largo*, *dogma*, etc. Entre la *g* oclusiva de *domingo* y la fricativa de ciego existe la misma diferencia que entre la *b* de *también* y la de *lobo* o entre la *d* de *conde* y la de *modo*. El ordenado juego de estas tres parejas de sonidos es rasgo típico de la pronunciación española que debería ser tenido en cuenta en las escuelas y colegios americanos desde los primeros pasos de la enseñanza de esta lengua. TN

290. AN AUDIO-COMPREHENSION ABILITY TEST FOR FL PROGRAMS IN THE ELEMENTARY SCHOOL by Mary R. DUFORT, Alameda County School Department, Hayward, California, in *California Journal of Elementary Education*, November, 1961, pp. 121-128.

In this article I describe the "Audio Comprehension Ability Test-Spanish I" (ACAT) which I constructed to measure the audio achievement of fourth, fifth and sixth grade subjects in a FLES research study. A variety of ways of testing audio comprehension is presented. Reasons are discussed for selection of the types of items used in the three parts of the ACAT. Trial administration, item analysis, reliability and validity of the instrument are discussed. Results of the research study are not included in this article. MRD

291. ENROLLMENTS IN COLLEGE CLASSICAL DEPARTMENTS, C.A.A.S. STATES, 1960-61 by Samuel LIEBERMAN, Queens College, Flushing 67, New York, in The Classical World, June, 1961, pp. 277-280.

In this article I reported a significant increase in the number studying Latin and Greek in 1960-61 in the colleges of the Atlantic states from Maine to Maryland. That this is not just the proportionate increase to be expected from rising total college registers is indicated by the following: 48% of the colleges canvassed had an increase in Latin at a rate higher than the increase in total college enrollments, and 39% show the same kind of increase in Greek. There was also a sizeable increase over 1959-60 in beginners and majors in these languages, as well as the revival and new introduction of Latin and Greek in the curricula of several colleges in 1960-61. Non-language classics courses continue to flourish. Since the 89 colleges reporting are a good statistical sampling, this upturn must be characteristic of the country as a whole. SL

292. NEW LIFE FOR HIGH SCHOOL LANGUAGE CLASSES by Joseph L. PEYSER, Plainview High School, Plainview, New York, in Journal of the National Education Association (NEA Journal), December, 1961, pp. 18-19.

In this article I discuss some of the new audio-visual language materials consistent with the audio-lingual approach. A wide array of materials of varying quality and adaptability frequently bewilders the foreign language teacher. The selection of materials must include a serious consideration of flexibility (for classroom and/or language laboratory use), motivational effect (to combat student apathy), pedagogical and cultural values (judged by the new criteria). The latter portion of the article deals particularly with the sound filmstrip and the sound filmstrip series in FL teaching. Systematic use of an entire series is advocated. The series should contain highly integrated graded recordings with pauses for echoing practice, and should conform to sound audio-lingual methodology. Various sources and materials are mentioned. JLP

293. AFTER FLES--WHAT? by Theodore Andersson, The University of Texas, Austin 12, Texas, in The Educational Forum, November, 1961, pp. 81-86.

In this article I consider the prospects of FLES against the backdrop of recent trends in FL teaching, considering these in 5 stages. Stage 1 is represented by the traditional 2-year course which seems so well planned for non-learning. Stage 2, the 4-6 year sequence which is more in line with the recommendations of Mr. Conant, is often marked by a slightly greater sophistication in method. I call the 10-year sequence, from grade 3 to 12, stage 3. Stage 4, from kindergarten or grade 1 through grade 12, has over stage 3 the advantage that it makes use of the favorable language-learning age below 10. In stage 5 I point to that happy time when FLES instruction will be informed by a thorough understanding of the nature of language and the process of language learning and when FL instruction in school--5 languages at once in international nursery schools, for example--will be correlated with ample opportunities for out-of-school learning. TA

294. INTRODUCTION TO THE SPECTROGRAPHY OF SPEECH by Ernst PULGRAM, University of Michigan, Ann Arbor, Michigan, published by Mouton & Co., The Hague, 1959, pp. 174.

In this book I introduce the student of language to the spectrograph, a machine which performs a graphic frequency analysis of sounds. The book consists of 21 chapters arranged under four headings: Acoustics; Phonetics, Phonemics; Spectrophonetics; Spectrophonemics. It describes first the acoustic properties of sound and their possible graphic representations, then the articulation and acoustics of speech sounds in particular, their classification into phoneme classes, and shows finally how their peculiar construction of the spectrograph and the use of different filters and adjustments are utilized to produce various graphs that provide linguistically significant information, and how these graphs can be interpreted and used for objective, quantitative linguistic research. (31 illustrations) EP

295. STUDIES IN LISTENING COMPREHENSION by Charles T. BROWN, Western Michigan University, Kalamazoo, Michigan in Speech Monographs, November, 1959, pp. 288-294.

In this research project I studied the role of anticipatory set in listening, the importance of theoretical interest in listening, and the importance of word association in listening. The Educational Testing Service Test of Listening Comprehension was used to measure listening ability. The data indicate that listener anticipation of the purpose of a message is an important factor in comprehenson. The data show that high theoretical interest, as measured by the Allport, Vernon, Lindzy Study of Values tends to assure good listening comprehension. The reverse is not true. The data do not indicate a relation between the quantity of word association and listening comprehension. CTB

296. CAN FOREIGN STUDENT SELECTION BE BASED ON APTITUDE FOR LEARNING ENGLISH? by William F. MARQUARDT, New York University, New York 3, New York in IIE News Bulletin, April, 1961, pp. 2-8.

In this article I suggest that English proficiency is not as sound a basis for predicting the success of a foreign student in an American university as his aptitude for learning English. A student with minimum proficiency acquired over a long time is a greater risk than one with only a little acquired in a short time. Present tests eliminate the latter. The Carroll-Sapon MLAT could be adapted for testing persons with a variety of language backgrounds. Parts I, II, and V could be given without use of English. Part IV, "Words in Sentences," could be modified by use of an artificial language or of English as if it were one. Part III, "Spelling Clues," which correlates closely with Part II in predictive power, could be eliminated. Test procedures could be explained in the language of the testee. WFM

297. FRENCH SPEAKING PROFICIENCY TEST by Paul PIMSLEUR, Ohio State University, Columbus 10, Ohio, in The French Review, April 1961, pp. 470-479. Reprinted in International Journal of American Linguistics, Part II, Vol. 28, No. 1, January, 1962, pp. 105-114.

In this test I attempt to measure objectively student's oral achievement in French, on the basis of a brief recorded sample. Oral proficiency is divided into several parts; in each, teacher judgments are focused on very specific points, for maximum objectivity. The test takes 15 minutes to administer (to a group in lab), and 4 minutes per student to score. Data on a college sample shows inter-judge reliability of .91. A correlation of .60 with lab grades attests validity. Alternate forms are planned at two levels, elementary and intermediate. PP

298. SOME NEGLECTED ASPECTS OF PARSING by Robert B. LEES, University of Illinois, Urbana, Illinois, in Language Learning, Vol. XI, 1961, pp. 171-181.

In this article I contrasted traditional grammatical analysis, contemporary structuralism, and a new view of the traditional problem of how to construct from elements exactly and explicitly each well-formed sentence of the language. A sentence-generating grammar yielding syntactic derivations by rule is briefly sketched. The notion "modifier" is explained as attributive to "major category" derived from copula predicate. The notion of "understood element" is explained as element of underlying string lost under ellipsis. The notion "logical subject" is explained as subject of underlying embedded sentence. A formal motivation is adduced for bracketing of sentence elements. RBL

299. A PROGRAM OF ITALIAN STUDIES (Suggestions for the College Student) by Olga RAGUSA, Columbia University, New York 27, N.Y., in Italica, June, 1961, pp. 161-173.

This article, sponsored by the MLA FL Program Research Center and the AATI, aims to guide the student from his initial consideration of the possibility of majoring in Italian to his first steps in Graduate School. Descriptions of new techniques in language study and of the fundamental approaches to literature are accompanied by suggestions for collateral readings in linguistics, cultural history, and literary theory, as well as by detailed bibliographies of essential textbooks, reference works, anthologies, collected works, and histories of literature. Related studies, opportunities for studying abroad, the study of Italian in the U. S. are other areas discussed. OR

300. THE ROLE OF THE ORAL METHOD IN THE TEACHING OF MODERN AND CLASSICAL LANGUAGES by Donald W. RECK, S.J., Chaplain, Kapaun Memorial High School, Wichita 8, Kansas, in The Classical Journal, January, 1962, pp. 163-167.

In this paper I point out that Latin teachers today face a problem failure to teach a genuine reading knowledge of Latin, analogous in cause and solution to a World War II problem of modern foreign language teachers. Army-Navy language schools increased efficiency in learning foreign languages by concentrating upon oral imitation and repetition of fundamental structures and vocabulary before requiring reading or writing or grammatical analysis. Since language is primarily an oral-aural habit rather than a analytic science, this approach is reasonable. Latin was for many centuries successfully taught in this manner. When Latin ceased to be studied as a communication art, emphasis settled upon grammatical analysis and resulted in a language so poorly learned as to achieve few of the benefits for which it is taught. DWR

301. THE STUDENT AND RUSSIAN GRAMMAR by Thomas F. MAGNER, Pennsylvania State University, University Park, Pennsylvania, in The Slavic and East European Journal, Spring 1962, pp. 39-43.

In this article I suggest certain "do it yourself" approaches to an understanding of Russian grammar. The basic idea is for the teacher to present examples of a Russian grammatical category and challenge the student to describe and analyze the phenomenon involved. In addition, I present a detailed methodology for dealing with the participles and gerunds of Written Russian. TFM

302. PROGRAMMED LEARNING by Waldo E. SWEET, The University of Michigan, in Language Learning, Vol. XI, Numbers 3 & 4, 1961, pp. v-ix.

In this editorial I explain the difference between Programmed Learning and the present textbook-cum-language laboratory. In PL, the student is led by tiny steps to discover the facts for himself, and at each step he discovers whether his answer is right or wrong, until finally he is creating new utterances, apparently without assistance. The student is unaware of the amount of help which he receives; at the beginning this help is considerable, but it is gradually withdrawn. Like the good teacher, the good programmer gives the student only as much help as he needs. In PL a student will make between 100 and 300 responses per hour. The most characteristic thing about writing a program is that the writer modifies the program as he gets feedback from the student. WES

303. UTILIZING COMMUNITY RESOURCES TO IMPROVE THE TEACHING OF MODERN FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL by J. Clark JENKINS, Pasadena High School, Pasadena Unified School District, Pasadena, California, in California Journal of Elementary Education, November, 1961, pp. 98-100.

In this article I give an overview of the possibilities of utilizing the community as a sociolingual laboratory. The community is presented as a reservoir of resources which can be used to assist the teacher of modern foreign languages in meeting the needs of the students with the audio-lingual method of instruction. A brief catalogue of some of the available community resources that are found in most communities is included. The utilization of such resources is also presented as a key to the strengthening of relations between home and school. JCJ

304. A PROJECT FOR THE INTRODUCTION OF NEW METHODS AND MATERIALS by Mary-Edna MCINTYRE, Abraham Lincoln High School, 2162 24th Ave., San Francisco, California, in Hispania, December, 1961, pp. 783-786.

In this article I describe the plan for introducing an audio-lingual program in a large high school. I discuss some of the problems of establishing out-of-class attendance in the laboratory, teacher orientation, and development of teaching materials. MEMcI

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NUMBER 7 NOVEMBER 1962 ABSTRACTS 304 to 372

304A. OPERATION BABEL: A SURVEY OF THE EFFECTIVENESS OF THE FOREIGN LANGUAGE REQUIREMENTS FOR THE PH.D. DEGREE IN PSYCHOLOGY by Saul ROSENZWEIG, Marion E. BUNCH, and John A. STERN, Washington University, St. Louis, Mo., in American Psychologist, May 1962, Vol. 17, No. 5, pp. 237-243.

Since it has been apparent to many educators for a long time that the foreign language requirements for the Ph.D. have become something less than meaningful and are regarded by both graduate students and faculty as almost an empty gesture, it seemed desirable to undertake a survey that might provide facts to account for this state of affairs and help overcome the inertia to revising these requirements. It was decided to put the emphasis on actual use of the languages made by Ph.D. graduates in a reasonable period after receiving the degree. Since the investigators were psychologists, they elected to conduct their study among psychologists and to this end 681 members of the American Psychological Association who had received the Ph.D. degree from 5 to 10 years previously were sent a brief questionnaire. The respondents were asked about their preparation in the foreign languages submitted to meet the Ph.D. requirements; about their reading and oral use of those languages; and their attitudes about continuance of the requirements. It was found that 24% had passed one language only; 76% two languages, in the predominant combination of French and German. The main result was the striking fact that in nearly two-thirds (65%) of the cases not a single item (article or book) had been read in the supposedly learned languages since the Ph.D. was granted. The vast majority of the respondents favored revision or elimination of the existing language requirements. The findings constitute a strong indictment of the effectiveness of these requirements and point imperatively to revision. Though the study was carried out in the field of psychology, it is presumed that a similar condition prevails in other areas of graduate study; at any rate, in the social and natural sciences. It is, among other possibilities, recommended that one instead of two languages be required for the Ph.D. but that comprehensive knowledge--speaking and writing as well as reading skill--be expected and truly demonstrated in passing the requirements. Such an option has recently been put into effect at Washington University, St. Louis. SR

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"Keep abreast to Stay ahead"

305. THE SOUNDS OF ENGLISH AND GERMAN: A CONTRASTIVE ANALYSIS by William G. MOULTON, Princeton University, Princeton, N.J., published by the University of Chicago Press, Chicago, 1962, pp. 144, softbound, $2.75.

In this book I contrast the sound systems of English and German in order to reveal the conflicts between them, to explain the errors which our students make (through carrying English pronunciation habits over into German), and to suggest ways of overcoming these errors. Introductory chapters give a brief presentation of phonetics and phonemics, as applied to English and German; later chapters present a contrastive analysis of the two systems and suggest corrective drills. The book is intended for teachers of German and for those preparing to become teachers of German; it is not intended for use with students who are learning German. WGM

306. STUDENT FACTORS IN FOREIGN LANGUAGE LEARNING by Paul PIMSLEUR, Ludwig MOSBERG, Andrew L. MORRISON, Ohio State University, Columbus 10, Ohio in The Modern Language Journal, April 1962, Vol. XLVI, No. 4, pp. 160-170.

In this article we review the literature on student characteristics relevant to success in foreign language study. More than 40 studies are cited, under 7 headings: Intelligence, Verbal Ability, Pitch Discrimination, Bilingualism, Study Habits, Motivation and Attitudes, and Personality. It is concluded that verbal intelligence correlates about .45 with FL achievement, and motivation correlates about .40. Together, they account for some 35% of the variance in FL learning, leaving 65% to be explained by further research. The need for good achievement tests is pointed out, as is the paucity of research in all areas of FL learning, especially with pre-college subjects. PP

307. TWO APPROACHES TO LANGUAGES by Louis M. MYERS, Arizona State University, Tempe, Arizona, in PMLA, September 1962, Vol. LXXVII, No. 4, Part 2, pp. 6-10.

In this article I question the claim that "linguistics is a rigorous science," and point out that two incompatible approaches are sometimes curiously blended. Since Bloomfield the typical American approach has been to work from the actual utterances of native speakers (parole). Since Saussure the typical European approach has been to analyze the underlying institution (langue) which acts of parole can only reflect with some degree of distortion. Chomsky's Syntactic Structures is explicitly Saussurean in its orientation. This is an important pilot study, and admirable in its internal consistency; but the possibility of expanding it to a complete grammar seems remote. LMM

308. THE AURAL-ORAL APPROACH IN FOREIGN LANGUAGE TEACHING by Archibald T. MACALLISTER, Princeton University, Princeton, N.J., in Council for Basic Education Bulletin, November 1961, Vol. 6, No. 3, pp. 9-13.

In this article I point out the existence, in spite of the NDEA, of a large and sincere opposition to the audio-lingual approach. Ascribing this to misunderstanding of our methods as our objectives, I describe how the spoken approach leads to real reading comprehension, rather than the labored translation which is the all-too-common end-product of the traditional method; I point out that the A-L method, through conditioned behavior, offers a shorter and surer path to control of literature and "culture" than does the prescriptive grammar-translation method which evolved Topsy-like from the study of Latin. ATM

309. FROM MIM-MEM TO COMMUNICATION by Everett KLEINJANS, International Christian University, Tokyo, Japan, in Studies in Descriptive and Applied Linguistics, July 1961, Vol. I, pp. 91-99.

In this article I first give the basis for the oral approach to language learning; next, steps involved in this process. These steps include presentation which should be oral and within a linguistic and social context appropriate to the meaning, and secondly drill. Drill is directed practice during which repetitive pattern practice is used, moving on to selection which includes cue selection which forces selection of grammatical items and free selection which is controlled conversation. The point of emphasis is that any teaching that stops short of moving to a place where teacher communicates with pupil, and pupil communicates with pupil, stops short of the goals of language teaching. Once the patterns have been established, they will be available for reading, which is the oral stimulation of the auditory memory, and writing.

310. SPRACHWISSENSCHAFT UND SPRACHUNTERRICHT (The Linguistic Approach to Language Teaching) by Johann KNOBLOCH, Institut für vergleichende Sprachwissenschaft der Universität Innsbruck (Austria), in Moderne Sprachen, 6.Jahrgang, 1962, pp. 6-10.

By commanding his own mother-tongue, whoever learns a modern language possesses a certain basis that, on the one hand may become a positive factor, whereas, without the guidance of a trained language teacher, it may be a permanent handicap and source of errors. Modern instruction in languages depends more than in former times on contacts with linguistics. Hence it follows, that linguists, too, are encouraged to do research work under aspects of utility, that is, to tend towards applied linguistics, which has gained a footing in many countries by now. Therefore not only historical research in language but also structural study can assist in instructing in languages and even ought to do so. JK

311. PATTERNS AS GRAMMAR by Frederick F. KEMPNER, William Penn Charter School, Philadelphia 44, Pennsylvania, in The Classical Journal, March 1962, Vol. LVII, pp. 252-255.

In this article I say that in order to be able to read Latin effectively, the student will have to make "the structure of Latin his own." Pattern Practice contributes significantly toward the accomplishment of this aim. Groups of structurally identical sentences are to be changed in certain ways. These groups set forth structural features (a) one at a time; (b) in minimum contrast; (c) by moving from one Latin utterance to another and not through English. The student must learn to make the required changes automatically, i.e., without conscious analysis. In addition, the technique of Pattern Practices can be used effectively in testing comprehension of connected Latin. FFK

312. INTONATION IN ENGLISH by Roderick J. HEMPHILL, Philippine Center for Language Study, Pasay City, Philippines, in Background Readings in Language Teaching, 1962, pp. 54-60.

In this article I describe three basic intonation patterns of English with some of their combinations. Intended as an introduction to a method of talking about English intonation patterns, the article makes use of overlining on a good many examples of short utterances. The intonation pattern is shown to be a series of phonemes with a meaning in addition to that of the rest of the utterance. The article is aimed at Filipino teachers with no formal training in linguistics or language teaching. RJH

313. PREDICTION OF SUCCESS IN FOREIGN LANGUAGE STUDY by Barbara VON WITTICH, Ames Senior High School, Ames, Iowa, in The Modern Language Journal, May 1962, Vol. XLVI, No. 5, pp. 208-212.

In this research project I used the technique of analysis of multiple regression to find an easily accessible predictor of success in foreign language study at the junior high school level. I tested the significance of I.Q., of English-, mathematics-, and total grade point averages as predictors of success. Total grade point average combined with I.Q. showed the highest correlation with both prediction variables and criterion (teachers' marks in the foreign language). Thus, success in the study of a foreign language can be assumed to be the result of ability and of motivation as reflected by achievement. BVW

314. PROGRAMMED LEARNING IN FRENCH: WORK IN PROGRESS by Victor E. HANZELI, University of Washington, Seattle 5, in The French Review, May 1962, Vol. XXXV, No. 6, pp. 587-589.

In this report I survey US research projects which are currently undertaken in preparing, for the learning of French, materials arranged in "minimal steps." The survey conducted for the AATF, indicates that such materials are being prepared for self-instructional use (programming proper) and for use in conjunction with some form of conventional teaching. Most programming in French is "linear." There is a complete consensus among the researchers on the general principle that the programs should aim at the shaping of certain specific patterns of behavior and that immediate reinforcement must be provided. The problem of teaching machine "hardware" seems to be a minor one. VEH (R)

315. ENGLISH IN THE COMMONWEALTH: 4-UGANDA by John A. BRIGHT, Faculty of Education, Makerere College, Uganda in English Language Teaching, Vol. XVI, No. 2, January-March 1962.

In this article I outline the ELT situation in Uganda in primary, junior secondary and senior secondary schools; mention the four main kinds of teachers produced and comment on training problems and the specific difficulties of the teachers at the various levels. I make a final plea for a Language Centre which could assist by interpreting and applying the results of current research to the multifarious practical linguistic problems of Uganda. JAB

316. THE UTILITY OF TRANSLATION AND WRITTEN SYMBOLS DURING THE FIRST THIRTY HOURS OF LANGUAGE STUDY by J. O. SAWYER, ERVIN, SILVER, D'ANDREA, and AOKI, The Department of Speech, University of California, Berkeley, California, July 1962.

In this research project we studied college student acquisition of a second language under oral-aural conditions. The purpose of the experiment was the comparison of three orders of presentation of material and the assessment of the effects of having a text available. None of the variations appeared to have a direct effect on learning or recall of pronunciation, syntax, or meanings. There were indications that students may benefit from training with a text (in normalized phonemics), especially if they are trained in a language laboratory where the motivation and social stimulation may be reduced. JOS

317. AN EXPLORATORY SURVEY OF FOREIGN LANGUAGE TEACHING BY TELEVISION IN THE UNITED STATES by J. Richard REID, Clark University, Worcester, Massachusetts, in Reports of Surveys and Studies in the Teaching of Modern Foreign Languages. The Modern Language Association of America, New York, 1961, pp. 197-211.

This is a report of a nation-wide survey limited to in-school (ITV) programs at all levels. Of the more than 70 existing programs, I visited 16, in the four corners (and center) of the country. The report discusses the many special problems and the many peculiar advantages of TV instruction, describes a wide variety of aims and techniques for meeting them, and describes a number of ingenious and suggestive ways of exploiting the medium and of providing adequate follow-up. It identifies six programs studies and evaluated by extensive research projects. I close the report with some observations on the promise of TV and some recommendations to the profession. An appendix gives basic information on all FL telecourses which I could discover in existence in 1960-1961. JRR (R available from FL Program Research Center, Modern Language Association of America, 70 Fifth Avenue, New York 11, for $1.00)

318. THE TEACHER OF MODERN FOREIGN LANGUAGES by Theodore Andersson, University of Texas, Austin, Texas, in Chapter VIII of the Education of the Secondary School, Ernest Stabler, editor, Wesleyan University Press, Middletown, Conn. 1962, pp. 164-190.

In this chapter I discuss the education of the qualified teacher of MFLs. Since there is no necessary identity between qualification and certification, certification should depend on demonstrated qualifications, however these may have been acquired, rather than on course credits. The MLA has defined subject-matter qualifications and has developed tests for measuring these. We now await from professional educators a similar definition and measure of a teacher's effectiveness in the classroom. The design of a teacher-training program should of course be determined by outcomes expected in the classroom. Hence I describe two exemplary classes, one in beginning Russian in grade 7 and one in French literature in grade 11 or 12. I have also listed desirable elements in a training program and basic readings. Th.A.

319. CAPSULE COURSES: A LOWER DIVISION CONTRIBUTION TO THE FOREIGN LANGUAGE PROGRAM by J. Michael MOORE, San Diego City College, San Diego 2, California, in NDEA News Notes, (Cal.) June 1962, Vol. I, No. 4, pp. 1-7.

In this article I discuss the contribution "capsule courses" combining two academic semesters in one can make to the lower division FL program. The intensity of instruction reduces class size to acceptable norms due to drop outs (attrition 30%). It furthermore cuts down distracting elements resulting from too many preparations. We gave eight units of college credit, half of the student's normal load per semester. Based on the writer's teaching experience at the Army Language School, Monterey, California, 50% of the 100 minutes' daily instruction was devoted to audio-lingual drills in the language lab, covering basic grammar and syntax, the remaining 50% to developing rapid reading skills by presenting cultural matter. Extensive use was made of audio-visual aids. AATG Lower Level test scores showing a median above the national average are listed, also a complete weekly summary of classroom activities and source material used. JMM

320. THE PREDICTION OF SUCCESS IN INTENSIVE FOREIGN LANGUAGE TRAINING by John B. CARROLL, Harvard University, Cambridge 38, Mass., in *Training Research and Education*, ed. by R. Glaser, University of Pittsburgh Press, 1962, pp. 87-136.

In this article, after reviewing previous research, I report those results of a five-year (1953-1958) project on aptitude for foreign language learning which concern intensive FL training as conducted chiefly in the government and armed services. I describe the tests developed and show that for a wide variety of situations it is possible to predict success with fair to excellent accuracy. Language aptitude is a complex of traits with relatively low relation to intelligence, and is not specific to any one language. I show that the tests can be used for differential diagnosis of learning difficulties, and indicate a model for studying the prediction of success in complex learning tasks, considering 3 individual difference variables (intelligence, specific aptitude, and motivation) and 2 instructional variables (quality of instruction, and time allowed for learning). JBC

321. LINGUISTICS AND THE STUDY OF CHINESE by Sister Margaret Thérèse Evans, S.N.D., Trinity College, Washington, D.C., *Monographs on Chinese Language Teaching*, No. 2, May 1962, pp. 1-36.

In this monograph I show the practical advantages of the linguistic approach over other methods of language study, for the linguist bases his selection and arranging of materials on a scientific analysis of the target and native languages. He analyzes each language in its own terms describing rather than prescribing language behavior. He proceeds from form to meaning. For example, he classifies and defines words according to formal criteria. I then show briefly how this approach is applied to the study of the various systems of the Chinese language with particular emphasis on the sound and structural systems. A detailed discussion of the pattern drill emphasizing its essential role in oral mastery is, I believe, the most significant contribution in this monograph. A bibliography follows. MTE

322. PHONÉTISME, GRAPHISME ET ZAZISME, par Pierre R. LÉON, Université de Besançon, France, dans *Études de Linguistique Appliquée*, publication du Centre de Linguistique Appliquée de Besançon, nº 1, 1er semestre 1962, pp. 70-84.

Dans cet article l'auteur analyse les graphies non-orthodoxes employées par Raymond Queneau dans ses romans et en particulier dans *Zazie dans le métro*. Les théories exposées par Queneau partisan d'une réforme orthographique du français, sont appliquées d'une manière très fantaisiste. Les graphies employées par Queneau révèlent cependant de très intéressantes notations du phonétisme français populaire, phénomènes d'assimilation, ellipses nombreuses et variées, renforcements expressifs. Mais le réalisme de Queneau se double d'une extraordinaire poésie verbale basée sur des confusions phonétiques, des attractions paronymiques et l'emploi de tout un système idéographique où l'insolite se mêle au comique. PRL

323. THE VALUE OF CONTRASTIVE ANALYSIS by J. Donald BOWEN, Philippine Center for Language Study, Pasay City, Philippines in *Background Readings in Language Teaching*, 1962, pp. 36-43.

In this article I try to explain and illustrate the concept of pattern in language analysis and comparison, particularly as it relates to pedagogical applications. A special effort is made to suggest the limitations as well as the extent of such applications. As an illustration, the inventories of sounds in English and Tagalog are compared by means of a chart that highlights the problems of a Tagalog speaker learning English. JDB

324. PSYCHOLINGUISTICS: A BOOK OF READINGS by Sol SAPORTA, editor, University of Washington, Seattle, Washington, published by Holt, Rinehart and Winston, 383 Madison Avenue, New York, 1961. pp. xv plus 551.

It is the purpose of this book to facilitate interdisciplinary communication by providing students of languages with materials dealing with a variety of problems where collaboration between psychologists and linguists promises to be fruitful. It is clear that psycholinguistics is still an amorphous field, and the topics chosen as well as their arrangement represent only one arbitrary attempt at shaping a large body of available information about language. If any one thing is common to all the papers, it is perhaps the feeling that there is no reason to believe a priori that the material of the humanities, including language, is in itself less stable than that of the exact sciences. SS

325. THE BILINGUAL INDIVIDUAL by Einar HAUGEN, University of Wisconsin, Madison 6, Wisconsin, in Psycholinguistics: A Book of Readings (see preceding abstract) pp. 395-407 (1961).

In this chapter from my book Bilingualism in the Americas (American Dialect Society, 1956)I conclude that bilinguals should be encouraged to report on their experiences; that individuals differ in language aptitude, a complex of several skills; that the age of learning is crucial, childhood favoring memorization, adulthood content; that motivation is primarily use in communication, with emotional, religious and cultural values secondary; that the measurement of proficiency is a complex problem; that two languages may coexist as coordinate systems, or be more or less merged, due to interlingual identification; that bilingualism may lead to an average retardation of one to two years, "which could be a small price to pay for the values obtained." Non-verbal tests show the handicap is not due to intellectual confusion. Possible personality problems are more probably due to biculturalism than to bilingualism. EH

326. PATTERNING IN CHILDREN'S LANGUAGE LEARNING by Werner F. LEOPOLD, Northwestern University, reprinted in Psycholinguistics: A Book of Readings (See abstract # 324), pp. 350-358.

In this paper I have attempted cautious generalizations about the language learning of infants on the basis of observations recorded in my earlier work, Speech Development of a Bilingual Child. I distinguish between the stages of crying, cooing, babbling, and imitative speaking. Learning proceeds by sound categories, not individual sounds. Coarse contrasts between categories are learned first: later, ever finer sub-contrasts. Unstressed vowels and consonants do not strive for contrast in early stages. The learning of meaning is parallel. Syntax comes before morphology. Separation of 2 languages (bilingual children) comes late. WFL

327. THE GRAMMATICAL STRUCTURE OF ENGLISH AND GERMAN by Herbert L. KUFNER, Cornell University, Ithaca, N.Y., published by The University of Chicago Press, Chicago, 1962, pp. 96.

In this report I describe those areas of the grammatical structure of English and German which cause the greatest difficulties to the learner of German. The study is intended for language teachers and textbook writers, not for the language classroom. The major emphasis is on syntactical problems and divergent grammatical and semantic categories; little space is devoted to morphological questions. Contrastive structural analyses serve as the basis for this study. HLK

328. PRODUCTIVE GRAMMATICAL OPERATIONS: I: NOUN COMPOUNDING OF 5-YEAR OLDS by William P. LIVANT, Mental Health Research Institute, University of Michigan, Ann Arbor, Michigan, in Language Learning, June 1962, XII, 1, pp. 15-26.

In this article I analyze how noun compounds preserve syntactic information in compressed form, and test children in forming new compounds when they are given their source sentences. (e.g.: What would you call a horse who brings the mail?) Compounds varied in (1) number of terms, 2 or 3; (2) assymetry or symmetry (e.g.: birdhouse-housebird); (3) English nouns and nonsense-syllable nouns (e.g.: "a wug"). Performance falls off as source sentences vary from the first to second alternative on each of the three variables. Children were also asked to explain meanings of common compounds; results show latent awareness of grammatical structure. A tentative model for the ontogenesis of noun compounding is presented. WPL

329. UNDER-ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING: REPORT NUMBER ONE by Paul PIMSLEUR, Ohio State University, Columbus 10, Ohio, O.S.U. Research Foundation report on contract OE-2-14-004, 1962.

In this report I present the first results in an investigation of students whose achievement in foreign languages is well below their other academic achievement. The study aims to (1) develop a battery of aptitude tests for predicting achievement, and (2) diagnose, analyze, and suggest remedial treatment for the problem of under-achievement. This report includes three articles resulting from the first year's work: (1) STUDENT FACTORS IN FOREIGN LANGUAGE LEARNING is a review of the pertinent literature. (2) FOREIGN LANGUAGE LEARNING ABILITY describes aptitude testing work. (3) PERSONALITY AND UNDER-ACHIEVEMENT is a pilot study of personality factors in relation to FL learning. PP (R)

330. NOTES ON THE NOTIONAL PASSIVE by Miroslav BEKER, University of Zagreb, Zagreb, Yugoslavia, in English Language Teaching, July, 1962, Vol. XVI, No.4, pp. 189-191.

In this article I claim that the Notional Passive (in sentences like "The shop closes at six", "My plans are shaping well", etc., where in most foreign languages reflexive verbs or the passive voice would be used) has been practically overlooked or inadequately dealt with in a great number of English textbooks for foreigners although it is a common construction frequently used in everyday speech. On the other hand none of these books leaves out detailed and purely academic descriptions (and 'rules') on the use of shall in the 2nd and 3rd persons. Far more attention should be paid to the peculiarly English use of the Notional Passive. MB

331. THE LINGUISTIC SEQUENCE IN LEARNING FOREIGN LANGUAGES by Edward DILLER, Colorado College, Colorado Springs, Colorado, in The Modern Language Journal, October 1962, Vol. XLVI, No. 6, pp. 259-260.

In this article I examine the skill progression in language learning and divide the skills of listening, speaking, reading, and writing into sub-categories. By doing this I attempt to give more accurate definition to these four steps which constitute the fundamental rationale for A-L Instruction and Learning. ED

332. CULTURAL ANTHROPOLOGY AND LINGUISTICS by Ward H. GOODENOUGH, University of Pennsylvania, Philadelphia 4, Penn., in Monograph Series on Languages and Linguistics, Georgetown University, 1957, No. 9, pp. 167-173.

In this paper I propose that the methods and concepts of structural linguistics may be adapted by anthropology for its basic task of describing specific cultures, and that this will yield much more accurate and systematic descriptions than have been produced thus far. Culture is not a material phenomenon, but rather the form of things that people have in their minds, their models for perceiving, relating, and otherwise interpreting them. Cultural description thus bears the same relation to the material world in general as phonemic description bears to speech as sounds; each attempts to construct conceptual models of the conceptual forms by which others guide and interpret behavior. If by an iconic sign, we mean a sign which is itself a member and, as such, representative of the class of phenomena signified, then structural linguists have dealt with languages as systems of iconic signs. Theirs is a rigorous method for determining the conceptual forms (phonemes, morphemes, etc.) signified by concrete utterances as their icons. Anthropologists may apply their methods to the phenomena denoted by words. Treating these phenomena as icons, linguistic method will permit rigorous construction of the conceptual forms which they signify as iconic signs and which the associated words signify as non-iconic signs. WHG

333. FRENCH CULTURE: SOME RECENT ANTHROPOLOGICAL AND SOCIOLOGICAL FINDINGS by Gerard J. BRAULT, University of Pennsylvania, Philadelphia 4, Penn., in The French Review, October 1962, pp. 44-54.

In this article I endeavor to acquaint the reader with certain interesting "cultural" facts about contemporary France which have been established in the past decade by anthropologists and sociologists. Portions of this new data deserve to be incorporated into the curriculum at the appropriate level. I cite observations and conclusions relating chiefly to the special nature of French individualism, le foyer, French social class structure, French village life, and religion in France. Two extremes are to be avoided in teaching culture: approaching a highly civilized people, such as the French, solely in a manner befitting a primitive society; dwelling on the more trivial aspects of daily living. GJB

334. SPRACHNORM, GRAMMATIK UND TECHNISCHE WELT by Hugo STEGER, Universität Erlangen-Nürnberg, Deutsches Seminar, Erlangen, Germany, in Sprache im technischen Zeitalter, March, 1962, pp. 183-198.

The author defines the concept of linguistic instinct and examines its relationship to grammatical correctness. Further, he examines the relationship between formal grammar and grammatical correctness. With the history of the European (esp. German) literary languages in mind, he asks what function educated speech has to fulfil in this technical era. The increasing divergence between specialized and common speech may lead to an intellectual disintegration of the language community. The author shows that there is a danger of all thought on a higher level of becoming confined to the special language. It follows that our everyday language must be invested with new, strongly national standards, to meet the exacting needs of the modern world. HS

335. DON'T SHOOT THE EDITOR by Geoffrey BROUGHTON, University of London Institute of Education, London, England, in English Language Teaching, July, 1962, Vol. XVI, No. 4, pp. 199-204.

In this article I examine examples of published works showing the processes of presenting literature to the foreign learner of English. What are the editors doing and why? The learner's linguistic immaturity can be met by cuts, glasses, simplification and interpolation. His psychological immaturity can be met by cuts, illustrations, footnotes, modernisations, etc. Similarly his literary immaturity can be met by the same editorial devices. So - 'Don't shoot the editor'. After all, he is only using his special knowledge and skill to bring closer together learner and learning material--which is what we, as teachers, are all trying to do everyday. GB

336. "INTRODUCTION: SOURCES, SCOPE AND STRUCTURE," pp. ix-xviii of Research on Language Teaching; An Annotated International Bibliography for 1945-61 by Howard Lee NOSTRAND and others. Seattle: University of Washington Press, 1962, pp. 280, Paperback, $5.00, University of Washington Publications on Language and Language Learning, Volume I.

In the Introduction I have appraised the partial completeness of the attempted international coverage and of the sources used; explained the scope of the study, which endeavors to include all seriously designed research, completed or in progress, plus enlightened opinion where research is lacking; and compared the structure of this bibliography with three other classification schemes, whose advantages have been borrowed by including their headings in the Subject Index (pp. 273-280). A Supplement is planned, for which annotated items may be sent to Howard L. Nostrand, Romance Languages, Univ. of Washington, Seattle 5. HLN

337. LITERATURE IN FOREIGN LANGUAGE TEACHING FOR A LIBERAL ARTS EDUCATION by Jeanne Varney PLEASANTS, Columbia University, New York 27, N.Y., in The Language Laboratory and the Teaching of Literature, December 1961, pp. 1-14.

In this article I maintain that in the liberal arts education, the learning of a foreign language and its literature forms an intrinsic whole, and that literary texts can be used during the early phase of language learning. I use a number of literary texts as illustrations of programs in which sounds, comprehension, intonation, speaking, reading and writing are taught simultaneously. Authentic literary texts, rather than fabricated examples, bring the student into immediate contact with the character of the language and the culture he is studying. JVP

338. AN ENGLISH LANGUAGE SURVEY IN WEST AFRICA by Brendan J. CARROLL, Mount Pleasant Training College, Liverpool, England in English Language Teaching, July 1962, Vol. xvi, No. 2, pp. 205-210.

In this article I describe a survey made in Ghana to compare the rates at which African and English children acquire a mastery of English, and to isolate certain problems of cross-cultural testing. 150 young African children were examined in five tests--Word Recognition, Sentence Structure, Vocabulary, Dictation and Writing Fluency. These results were related to the test norms and to the performances of a control group of English children. Interesting group and test differences are found and illustrated numerically and graphically. The African children performed best in Writing Fluency (average quotient 71), and worst in Vocabulary (average quotient 34), with an overall average quotient of 56 (English norm 100). BJC

339. FINAL REPORT ON THE DEVELOPMENT AND EVALUATION OF AN ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHING TECHNIQUE FOR USE BY TEACHERS WITH INADEQUATE KNOWLEDGE OF THE LANGUAGE TAUGHT by Evangeline M. GALAS, Horace Greeley High School, Chappaqua, New York, 1962, available from Office of Education, Department of Health, Education, and Welfare, Washington 25, D.C.

In this Report I give results of research project performed pursuant to a contract with the above Office. During 1960-61, 563 heterogeneously-grouped pupils in 20 elementary classes, 10 Spanish, 10 French, used HRS records guided by teachers with inadequate or no knowledge of the languages. In daily 20 minute classes, observed monthly, teachers never spoke the language, simply employed techniques outlined in the Manual. In June teachers and pupils were professionally taped in class as prescribed by consultants. Tapes, evaluated by linguists, showed much language learned but results generally unacceptable due to poor phonetics. Children, teachers, parents were enthusiastic. Evaluators, recommending improved records, weekly remedial work with a specialist, see possibilities in this method with an improved program. EMG

340. LE LABORATOIRE LINGUISTIQUE - ACTIF ET PASSIF by Edward B. HAM, The University of Michigan, Ann Arbor, Michigan, in Les Conférences de l'Institut Franco-Américain de Bowdoin College, July 1961, pp. 20-28.

In this paper, an attempt is made to evaluate uses and abuses of the language laboratory with particular reference to the needs of pupils of French Canadian descent. The actif stresses aural comprehension and valuable pronunciation aids; the passif warns against the increasing proliferation of mediocre teachers (whoever their pupils) who rely on machines both as a substitute for workmanship and as a means for impressing gadget-minded educationist administrators. The laboratory up to now has been sacrificed to what Senator Goldwater rightly calls "our attempt to make education 'fun'", with the results that "we have neglected the academic disciplines that develop sound minds and are conducive to sound characters." EBH

341. TRAINING SCHOOL ENGLISH by R. N. GHOSH, Central Institute of English, Hyderabad, India, in Bulletin of the Central Institute of English, September 1961, pp. 26-32.

In this article I present a specimen syllabus for the English Methods Course for Training Schools in India. The syllabus is designed to meet the peculiar needs of student-teachers whose own knowledge of English is unsatisfactory. The first part of the suggested syllabus includes work calculated to improve the English of the student-teachers. The other part, devoted to the Methodology of English teaching, includes topics such as: the principles of selection and grading, the psychology of language learning, presentation techniques and evaluation. The discussion of the proposed syllabus is prefaced by an examination of the syllabuses now in vogue. RNG

342. THE USE AND ABUSE OF FOREIGN LANGUAGES by Harlan CLEVELAND, Gerald J. MANGONE, and John C. ADAMS, Syracuse University, Syracuse 10, New York, in The Overseas Americans, published by McGraw-Hill, 1960, pp. 239-263.

In this chapter of The Overseas Americans we discuss the relevance of proficiency in foreign languages to successful operation abroad. Foreign Language competence is not a universal skill any more than a comprehension of budgeting or accounting, but no overseas organization can get along without it. Language ought to be viewed as an important subhead under cultural empathy and the linguistic renaissance in this country should not preclude our giving adequate educational attention to other elements of effective overseas performance. A number of language training techniques are discussed in the Chapter and a valuable table, "Five Requirements for Foreign Language Achievement," is included. GJM

343. TEACHING OF FOREIGN LANGUAGES: WHAT ARE WE DOING? WHERE ARE WE GOING? by Emma Marie BIRKMAIER, University of Minnesota, Minneapolis 14, Minn., in NEA Journal, Dec. 1961, pp. 15-17.

In this article I summarize the growth during the past six years of the use of the audio-lingual approach to the teaching and learning of a foreign language which gives major emphasis first to learning to listen and to speak after which reading and writing are introduced. This approach is most effective when the beginning learner is young--of elementary school age. Foreign language instruction is now being increasingly offered to younger students which has resulted in moving from the former two-year high school sequence to a continuous language program which begins in the primary grades and extends through the senior high school. New abilities are needed of foreign language teachers today. New tests have been devised to measure their competencies, new standards of certification have been proposed, and new training is available. EMB

344. THE LANGUAGE LABORATORY by S. Pit CORDER, University of Leeds, Leeds, England, in English Language Teaching, July 1962, Vol. XVI, No. 4, pp. 184-188.

In this article I support the view that work in a language laboratory is only part of a whole teaching process. I outline the mechanics of the three main types of laboratory and advise beginners to learn the control of the simplest form first. I re-emphasize the fact that laboratory drills are meaningless if unrelated to work done in the classroom, that is if the language they use is decontextualized. Teachers must not imagine that the possession of a laboratory is going to lighten their teaching load. The article is aimed at teachers who have no previous knowledge or experience of language laboratories and the theme is, "The language laboratory is a tool and, like any other tool, useful only in the hands of a craftsman who knows how to use it." SPC

345. THE TEACHING OF SPANISH IN THE UNITED STATES by Sturgis E. LEAVITT, The Universith of North Carolina, Chapel Hill, in Hispania, December 1961, pp. 591-625.

In this article I review the teaching of Spanish from the early eighteenth century to the present. Among the colleges Harvard led the way with the appointment of Francis Sales in 1817 as Instructor in French and Spanish. The most notable teachers of Spanish at Harvard were George Ticknor, Henry Wadsworth Longfellow, and James Russell Lowell. Among the colleges that offered Spanish in the nineteenth century were Bowdoin, the University of Virginia, Columbia, Princeton, and the College of the City of New York. Many Spanish grammars and readers appeared in the nineteenth century. Since 1917, with the founding of the American Association of Teachers of Spanish, and interest in Latin America after the First World War, the enrollment in Spanish increased rapidly. It now enjoys a high place among foreign languages in this country. SEL

346. LATIN BY THE NATURAL METHOD by William G. MOST, Loras College, Dubuque, Iowa, published by Henry Regnery Co., 1961, 14 E. Jackson Blvd., Chicago 4, Ill.

In this book I present a course of study for beginners in Latin. The method was derived from an analysis of the psychology of native speakers, and attempts to imitate that process. Therefore the fundamental principle is: Learning a language is learning a set of habits. The means to that end is: Repeated extensive contact with matter that is natural (not affected), carefully graded, in large context, and interesting, together with pattern practice. Provision is made for extensive use of oral Latin, with or without tape laboratory. Formal grammar and use of technical terms are held to a minimum. Begins with Patristic Latin. Texts for three years now published. Readings are Patristic & Classical. WGM

347. THE LANGUAGE TEACHER AS CHORAL DIRECTOR: SUGGESTIONS ON THE USE OF GESTURES by Evangeline M. GALAS, Horace Greeley High School, Chappaqua, New York, in Hispania, December 1962, Vol. XLIV, No. 4, pp. 787-789.

In this article I consider the part gestures play in the audio-lingual teaching of FL. Consistent gestures produce a rapid-paced performance by a concerted group, are simple to do but formidable to unaccustomed teachers. I suggest a few basic gestures for starting and stopping choral response; comment on exploitation of the rhythmic pattern of some utterances; show how to best elicit individual response, many consecutive repetitions or just one or two; and warn against speaking with the group. I stress the importance of gestures in conveying meaning, speeding learning and assisting in recall, and the necessity of their being consistent. Gestures save time and breath; practice makes them simple to do and effective. They control and direct an unconfused class. EMG

348. APPRAISING THE ASSETS FOR TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL by Afton D. NANCE, California State Department of Education, Sacramento 14, California, in California Journal of Elementary Education, November 1961, pp. 101-107.

In this article I describe the growth of foreign language programs in elementary schools and list increase in travel opportunities, emphasis on international relations, and awareness that knowledge of foreign languages is essential to the national welfare as reasons for this growth. Assets for the continued growth of foreign language programs are the multi-cultural character of many California communities, the increasing number of foreign students enrolled in high schools and colleges, a corps of well-qualified elementary school teachers, the availability of a variety of audio-visual aids and other materials of instruction, the soundness of new methods, and the availability of funds through the National Defense Education Act. Questions related to continuity, motivation, and the relation of foreign language to other aspects of the curriculum are raised. ADN

349. LES METHODES EN PHONETIQUE CORRECTIVE par Pierre R. LÉON, Université de Besançon, France, dans Le Français dans le Monde, juin-juillet 1961, N°2, pp. 6-9.

Dans cet article, l'auteur critique les conceptions atomistes de la phonétique corrective qui, influencée par la phonétique générale et instrumentale s'est surtout intéressée à l'étude détaillée des sons isolés de la chaîne parlée. Les méthodes modernes doivent davantage faire appel au contrôle auditif et les exercices de production orale doivent se baser sur une étude comparative et structurale des langues considérées. Les techniques de correction et de fixation au laboratoire de langues sont recommandées. PRL

350. 'I FOUND MYSELF WALKING'/An Essay in Syntactic Substitution by Reinard W. ZANDVOORT, The University of Groningen, Netherlands, in English Language Teaching, XVI, 1, Oct.-Dec. 1961, pp. 19.24.

In this article I attempt to do two things: (a) to examine the possible variations in the syntactic pattern exemplified by the title; (b) to show how adequately or inadequately the pattern and its variations are represented among the material contained in The Oxford English Dictionary and five standard grammars (those by Poutsma, Jespersen, Kruisinga, Curme and Scheurweghs). Twelve variations are dealt with (including the title phrase). The conclusion is that our documentary evidence is incomplete or even scrappy. That OED pays insufficient attention to syntactic phenomena was matter of common knowledge, though it may come as a shock to some to find how often Jespersen leaves us in the lurch. RWZ

351. SOME DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE LEARNING! by Harlan L. LANE, University of Michigan, Ann Arbor, Michigan, in Language Learning, June 1962, XII, 1, pp. 1-14.

In this article I review the literature on infant speech in order to develop an account of first language learning in terms of operant conditioning. First and second language learning are contrasted in that the latter (1) is under our control, (2) employs secondary reinforcers exclusively, (3) is built upon a highly articulate initial repertory, (4) involves abrupt discrimination learning. The application of operant techniques to second language learning in three experiments is described. HLL

352. THE CHALLENGE OF ORAL DRILLS by Ruth C. HOK, English Language Institute, University of Michigan, Ann Arbor, Michigan, in Language Learning, June 1962, XII, 1, pp. 47-55.

In this article I have attempted to show that oral drills need not be boring for either the foreign language teacher or his student. Basing my argument on the assumption that intelligent persons are not bored if they have something to think about (even though in a controlled situation) I suggest that the teacher's challenge lies in adapting the manipulation of the "formal" aspects of the drill and its thought content to the intellectual level and ever-changing ability of the individual students in the class. Various techniques are indicated. RCH

353. PRELIMINARY DISCRIMINATION TRAINING IN THE TEACHING OF FRENCH PRONUNCIATION by Paul PIMSLEUR, Larry MACE, Evan KEISLAR, University of California, Los Angeles 24, Calif., Contract DHEW 8950, November 1961.

In this monograph we report on 11 pilot studies and 3 final experiments to test the hypothesis that preliminary discrimination training will facilitate later acquisition of good French pronunciation in a language laboratory. This hypothesis was tested as applied to 2 pronunciation problems: (1) nasal vowel phonemes o, a, e, and (2) diphthongized versus undiphthongized final o. Discrimination training was effective in the first case, not effective in the second. Problems of discrimination training, testing, evoking oral responses, and judging pronunciation are discussed, and conclusions drawn concerning the role of auditory discrimination in foreign language learning. PP

354. A PROBLEM IN TRANSFORMATIONAL TEACHING by Richard GUNTER, Ohio State University, English Department, Columbus 10, Ohio, in Language Learning, Vol. XI, No. 384, 1961.

In this paper I consider the implications for second language teaching of transformational-generative grammar, and warn of one specific danger: that generative grammars mechanically produce paradigms of sentence forms (say, the statement, yes-no question, negative statement, etc. of the transitive sentence type) and that these forms are not always homogenous in style and meaning; that in other words, formal and semantic paradigms do not always coincide. It is the duty of the teacher to be alert to such failures of coincidence so as not to mislead his students. RG

355. TEACH POETRY TO YOUR INTERMEDIATE SPANISH STUDENTS--THIS WAY by Leonor A. LAREW State University at Geneseo, N.Y., in Hispania, December 1961, pp. 710-715.

In this article I suggest that poetry is an excellent aid in teaching elementary Spanish reading. The poetry presented is appropriate for intermediate Spanish students in the elementary school who are out of the primer stage. It is suggested that since intermediate students are interested in the language itself, and begin to ask "why?", that poetry often lends itself to elementary grammar lessons. The poetry presented was written by recognized Spanish American and Spanish authors such as: Amado Nervo, Alfonsina Storni, Juan Ramon Jimenez, Alfonso Reyes, and Ruben Dario. Practical and specific suggestions are given for teaching the poems quoted and general suggestions are given for the inexperienced teacher. Biographical notes of three of the authors are included. LAL

356. THE SPECIAL NDEA INSTITUTE AT BOWDOIN COLLEGE FOR FRENCH TEACHERS OF CANADIAN DESCENT by Gerard J. BRAULT, University of Pennsylvania, Philadelphia 4, Pa., in PMLA, September 1962, pp. 1-5.

In this article I report on a pioneering effort under NDEA auspices in the summer of 1961 to exploit in the national interest the linguistic resource represented by well over a million persons of French-Canadian descent residing in New England. Special attention was accorded in every aspect of the program to the problems faced by Franco-Americans desirous of acquiring standard French. An experimental set of teaching materials was constructed by the Institute members. Participants who spoke French freely and fluently tended to have stronger dialectal traits and resisted efforts at standardization; younger participants were reluctant to identify themselves with an "ethnic" cause. The institute was highly successful in coping with these and other problems, however, and provided much-needed guidance for future efforts. GJB

357. LANGUAGE DEVELOPMENT by John B. CARROLL, Harvard University, Cambridge 38, Mass., in Encyclopedia of Educational Research (Third Edition), ed. by C. W. Harris, New York: Macmillan, 1960, pp. 744-752.

In this article I review research and theory relating to the development of language in the child, considering the following topics: the nature of language, the language learning process, methodology of research, aspects of language development, stages of development, gross indices of language development, interrelationships among aspects of language development, conditions affecting language development, the functions of language in the life of the child, and implications for language-arts teaching. JBC

358. VERBS WITH PARTICULAR BEHAVIOR IN THE PRESENT SIMPLE AND THE PRESENT PROGRESSIVE AREAS by M. TARINAYYA, Central Institute of English, Hyderabad 7, India, in The Bulletin of the Central Institute of English, September 1961, pp. 101-112.

I have made a collection of about three hundred commonly used verbs and classified them into the following categories: (1) Verbs which are unlikely to show progressive forms. (2) Verbs which are more likely to show simple (Present Actual) forms rather than any other form. (3) Verbs with a Simple Present (Actual) usage in impersonal constructions. (4) Verbs whose -ing forms are used primarily as adjectives. (5) Verbs whose -ing forms have a future time reference. MT

359. REPORT ON A VERB-FORM FREQUENCY COUNT CARRIED OUT IN THE C.I.E., HYDERABAD, by H. V. GEORGE, Central Institute of English, Hyderabad, India, in Bulletin of the Central Institute of English, September 1961, pp. 45-53.

This report describes an investigation into the functional load, in various types of material, of verb-forms in English. The 180 sections of the classifying schedule constitute a descriptive account of verb-form usage, inside a formal framework. The main features of the findings are the relative infrequency of the -ing form (and the inconspicuous place of the Progressive tenses inside this form); the low frequency of all Perfect tenses; the high frequency of predicative participial uses of -ed forms; and the strong representation of non-time elements (mood, concord) in the Simple Past tense-area. The findings may be expected to influence course design. HVG

360. PRONUNCIATION PRACTICE - RECOGNITION DRILLS by Charles RUHLE, The University of Sydney, N.S.W., Australia, in The Ceylon Journal of Education, June 1961, pp. 69-71.

In this article I emphasize that when the major areas of difference between the learner's sound system of the target language have been located and analysed, appropriate recognition drills should be devised before an attempt is made to promote acceptable production habits. As a background for a number of suggested drills I give the Sinhalese learner's tendency to hear English /f/ as Sinhalese /p/. I point out that accuracy of recognition does not guarantee accuracy of production but that accuracy of production is most unlikely without accuracy of recognition. I draw attention to the variety of drills that can be derived from a small initial list of minimal pairs. CR

361. APPLIED LINGUISTICS--ITALIAN: A GUIDE FOR TEACHERS by Robert A. HALL, Jr., Cornell University, Ithaca, N.Y., published by D.C. Heath and Co., 1961.

In this book I present the findings of linguistic analysis as applied to the contrast in structure between Italian and English, aimed at emphasizing the differences which will cause difficulty to the learner. The presentation follows the order Syntax--Morphology--Phonology, covering selected points in each, with statement of the problem, examples, discussion, questions, and sample drills for each point. RAHjr

362. REPORT ON POSSIBLE APPLICATIONS OF SOUND SPECTROGRAPHY IN THE LANGUAGE LABORATORY by Seymour CHATMAN, University of California (Berkeley), Berkeley, Calif., System Development Corporation Field Note FN-6817 (Santa Monica, Aug. 20, 1962), 1-10.

In this report I suggest the possibility of experiments to automatize the language laboratory. The present state of the art of mechanical speech recognition is such that automatization is a distinct possibility, both in respect to phenomena like intonation and stress and to individual segmental phonemes. By way of example, I compare two spectrograms of the same utterance, one by a native speaker of English and another by a Korean student who is just beginning to study English. It seems obvious that relevant information from the spectrographic output could be converted into a pedagogically useful display, and three exploratory experiments are suggested to test the efficacy of possible displays. SC

363. A EUROPEAN EXPERIMENT IN INTERLINGUAL EXCHANGE by Stanley LEVENSON, San Diego County Department of Education, San Diego 11, California, in The Modern Language Journal, Vol. XLVI, No. 6, Oct. 1962, pp. 272-273.

In this article I describe a German-American bilingual exchange program which I administered in Bad Hersfeld, Germany in 1960-61. Thirty American children in grades 5,7, and 8 were chosen to exchange seats with their German counterparts for 2½ hours per week. Individual teachers remained in their respective classrooms using the aural-oral approach, and proceeding along regular curriculum lines. Results bolstered German-American relations and gave children an opportunity to use foreign language in a foreign environment. Recognition of program in the form of German and American radio broadcasts, T.V., newspaper articles and journal articles was made. Implications for American programs from elementary through graduate school in the form of classes for the gifted, language clubs, houses, and fraternities. SL

364. LINGUISTIC EXPERIENCE AND LINGUISTIC HABIT by Yao SHEN, University of Michigan and University of Hawaii, Honolulu, Hawaii, in Language Learning, 1962, Vol. XII, No. 2, pp. 133-150.

Foreign language teaching stresses the differences between the students' native language and the specific foreign language taught, for similarities do not constitute learning problems. This article points out that "different" linguistic experiences as well as "different" linguistics habits are "differences." "Similar" linguistic experiences with "different" linguistics habits are not similarities; they are "differences." "Different" linguistic experiences that are "similarly" different from the same foreign language are not differences; they are "similarities." "Similar" linguistic experiences as well as "similar" linguistic habits are "similarities." YS

365. SELF-INSTRUCTION IN SOUND DISCRIMINATION AND PHONETIC TRANSCRIPTION by L. S. HARMS Louisiana State University, Baton Rouge, La., Interim Report, unpublished, February 1962, pp. 1-18.

In this research project, I have attempted to develop a single, highly efficient, adaptive program which would permit both foreign and native students to discriminate among the speech sounds of American English and to transcribe these sounds in the IPA system as employed by Kenyon and Knott. Both foreign and native students gained substantially in skill as a result of the self-instructional program. The terminal skill of 95% accuracy was sought in the check out test of words selected randomly from the Kenyon and Knott Dictionary. Twenty-three foreign students averaged 79% accuracy; 12 native students averaged 89% accuracy. A revision of this program is now being tested. LSH

366. ITALIAN FOR MODERN LIVING by Robert A. HALL, Jr., Cornell University, Ithaca, N.Y., published by Chilton Company-Book Division, 56th and Chestnut Sts., Philadelphia 39, Pa., 1962. Tape available.

This provides a textbook for elementary and intermediate Italian, on the high-school or college level. There are twenty-five learning units, with It.-Eng. and Eng.-It. vocabulary, appendix of irregular verbs, and index. Each unit contains BasicSentences, discussion of pronunciation and spelling, Grammatical Patterns, "Listening In" (review dialogues), suggestions for structured conversation, vocabulary. Outline of pattern practice is provided for each unit. Subject-matter covers continually widening sphere of interest, from individual contacts and needs to amusements, wider contacts, and cultural matters. Present edition is in large-size type (photo-offset) with illustrations. RAHjr

367. GOOD TEACHING PRACTICES: A SURVEY OF HIGH SCHOOL FOREIGN-LANGUAGE CLASSES by L. BRISLEY, C. DELLACCIO, F. J. FUNKE, D.J. HAMLIN and M. LEAMEN, in Reports and Surveys and Studies in the Teaching of Modern Foreign Languages. The Modern Language Association, 1959-61. Reprints of individual reports $0.50. Copies of the entire report $1.00 to members of the Association, $4.00 to others. MLA FL Research Center, 70 Fifth Ave., New York 11, N. Y.

In this survey we have tried to identify and describe the techniques and practices used successfully by secondary-school language teachers. We observed 1011 classes taught by 747 teachers in 309 schools in 136 school districts in 34 states. Only the best classes by the best teachers in each school or school system were selected for observation. Only those good teaching practices were described that hopefully could be imitated by other teachers. CD

368. EXPERIMENTATION IN THE LANGUAGE CLASSROOM: GUIDELINES AND SUGGESTED PROCEDURES FOR THE CLASSROOM TEACHER by Harlan L. LANE, The University of Michigan, Ann Arbor, Mich., in Language Learning, Vol. XII, No. 2, 1962, pp. 115-121.

In this article I describe a new and more viable model of language learning which is derived from laboratory research in the analysis of behavior. "Descriptive linguistics can provide an account of the terminal behavior required for foreign language fluency. Psychology is building the bridge between initial and terminal behavior by specifying programming techniques that will facilitate learning." The language teacher can conduct small-scale, but rigorous, research in the classroom to yield provocative ideas and experimental findings. Four such experiments are described, along with a discussion of the evaluation of the results and dissemination of findings. HLL

369. THE BLARNEY STONE by Arthur H. BEATTIE, The University of Arizona, Tucson, Ariz., in The Arizona Foreign Language Teachers' Forum, May 1962, Vol. IX, No. 4, pp. 3-9.

In this article I consider some of the reasons for beginning foreign language study early, but point out the futility of a start in Grade 3 if the opportunity for continuous study through elementary and high schools is not provided. I examine the techniques of the audio-lingual approach, and indicate that it in no wise precludes the introduction of cultural and literary materials. Culture is presented through varied dialogues, and the opportunity to present great works in the arts offers itself readily. I use the language as a key to literature, and I show how I introduce in the first days of a beginners' course a literary gem (Verlaine's Chanson d'automne) as a basic exercise on nasal vowels. AHB

370. THE LANGUAGE LABORATORY AND THE HUMAN ELEMENT IN LANGUAGE TEACHING by Gerard J. CHAREST, University of Detroit, Detroit 21, Mich., in The Modern Language Journal, October 1962, Vol. XLVI, No. 6, p. 268.

Inthis article I first mention means of alleviating the chore of securing good tapes for the language lab and of correcting them. Centers for recording tapes to one's specifications, or commercial tapes of high quality based on a widely used book and well integrated with a widely acceptable method of teaching the book are considered desirable. If exercises to be recorded by students include a master voice making the correct patterns immediately available, the task of tape correction is minimized. Then I suggest that experimentation with lab methods be left in the hands of a few well informed researchers, since students have the right not to be exploited. Finally, I point out that the most important use of the lab is for additional practice subsequent to comprehension and partial class practice. GJC

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371. AUDITORY DISCRIMINATION OF FRENCH VOWELS BY ENGLISH SPEAKERS by Robert POLITZER, University of Michigan, The Canadian Journal of Linguistics, 1961 Vol. VI, No. 2, pp. 32-44.

In this article I presented the results of an auditory discrimination text of French vowels given to first, second and third year students at the University of Michigan. Items testing discrimination between French and English vowels were also included in the test. The results of the test show that: (1) auditory discrimination between French vowels is controlled by the native system (English), (2) the ability to discriminate between French vowels increases with exposure to French, (3) the ability to identify English sounds as non-French shows no comparable "automatic" increase and (4) the more advanced students tend to discriminate between French vowels as speech sounds (phonemes) but the beginners discriminate rather on the purely phonetic or non functional level.
RLP

372. LANGUAGE PROFICIENCY TESTING AND THE CONTRASTIVE ANALYSIS DILEMMA by John A. UPSHUR, University of Michigan, Ann Arbor, Mich., Language Learning, September 1962, Vol. XII, No. 2, pp. 123-127.

Language proficiency scales based upon contrastive analysis of native and target languages imply three assumptions: (a) native and foreign language learning are not identical processes, (b) the difference is one of transfer of native language habits, and (c) transfer problems and their difficulty can be determined by contrastive analysis. Implications of these assumptions show that a useful and theoretically valid proficiency test cannot be based upon a domain determined by contrastive analysis alone; test results would be valid only for "pure native speakers" who have learned none of the foreign language habits. The limitations of contrastive analysis and the contribution of other factors in language proficiency testing must be recognized.
JAU

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372A. WHAT'S NEW IN TEACHER EDUCATION? by Emma Marie BIRKMAIER, University of Minnesota, Minneapolis 14, Minn., in Audiovisual Instruction, November 1962, Vol. 7, No. 9, pp. 624-627.

Today language instruction demands new changes and teachers who carry out these changes. This requires near-native ability in the four skills, familiarity with the culture, a knowledge of how the foreign language works, of the crucial points of interference between foreign and native tongue, and a "know how" in methods which facilitate language learning. The MLA tests to evaluate these competences, used in the NDEA institutes and in a few colleges, are slowly exerting an influence on teacher training and certification. This should do away with a mere accumulation of credit hours for certification. To insure qualified teachers we must get at 1) the poorly qualified teacher in service, 2) the future teacher, 3) the group of instructors in the colleges who teach elementary courses but who, because they are so immersed in doing literary research, know very little about the language learning process and how to present the foreign language effectively and efficiently. The latter, crucial group needs an NDEA institute. Two universities are demanding this facility of master and doctoral candidates. A few of the language departments are incorporating NDEA institute type curricula. Today's language teacher, intelligent and dynamic, should have courses in the structure of English and how it is taught as a second language. Courses in cultural anthropology, linguistics, educational and social psychology must be a part of his stock in trade. College courses must be taught in the foreign language. The taped lecture will enable the less competent student to listen until he gets it. Courses in linguistics should be taught by trained language teachers who know linguistics and how to apply it. The teacher trainee should know what labs are and what they can do. The observation and the use of lab materials in the class in which he is practice teaching is imperative. A year abroad for the teacher trainee, five year teacher training programs with a year's internship accompanied by evening seminars, will be the patterns of the future. An increasing number of institutions are developing curricula for the training of the elementary school teacher with emphasis on oral-aural competency and the cultural aspects of greatest value for children. EMB

"Keep abreast to Stay ahead"

373. LANGUAGE PROFICIENCY TESTING AND THE CONTRASTIVE ANALYSIS DILEMMA by John UPSHUR, University of Michigan, Ann Arbor, Michigan in Language Learning, September, 1962, Vol. XII, No. 2, pp. 123-127.

Language proficiency scales based upon contrastive analysis of native and target languages imply three assumptions: (2) native and foreign language learning are not identical processes, (b) the difference is one of transfer of native language habits, and (c) transfer problems and their difficulty can be determined by contrastive analysis. Implications of these assumptions show that a useful and theoretically valid proficiency test cannot be based upon a domain determined by contrastive analysis alone; test results would be valid only for "pure native speakers" who have learned none of the foreign language habits. The limitations of contrastive analysis and the contribution of other factors in language proficiency testing must be recognized. JAU

374. LA VOIX by Dr. Alfred TOMATIS in La Revue Musicale, Ed. Richard Massé, 7 pl. St-Sulpice, Paris 6°, n° 250, 1962.

In this booklet, I tend to demonstrate the existence of a regulation circuit in the audio-phonation system. An auto-control is effected by the two ears used as captors; the information collected is transmitted and screened by the cerebral cortex. This backward motion introduces two new parameters: time and gain in the auditory process. Their disturbance entails vocal troubles such as stammering which can thus be explained by a delayed feed-back. The notion of a "directive ear" and of aural laterality is also predominant in the correct integration of the language. The mechanism of aural selectivity is explained in reference to vocal difficulties of singers and linguistical problems. AT

375. LANGUAGE LABS IN WISCONSIN: SPECIFICATIONS AND UTILIZATION by F. M. GRITTNER, State Supervisor of Foreign Languages, Madison, Wisc., in Voice of the Wisconsin Foreign Language Teacher, Spring, 1962, NDEA 3-Year Report, Part I, 49 pages.

In this report we describe the "typical" Wisconsin lab, evaluate methods and materials for using it, and provide model specifications for a 25-booth installation. Most of the 100 labs have semi-isolated booths; 80% of the positions are audio-active; 20% have recorders. Consoles include three tape decks, record player, monitoring, intercom, all-call, and individual programming. The State Bureau of Engineering tests components. Equipment found to be sub-standard disqualifies a company from NDEA consideration as does failure to eliminate intolerable flaws (i.e. cross-talk or impedance mismatching). A "test" clause applies to every bidder. He may be required to "submit his equipment to be tested to see if specifications are met. These tests are to be made at the bidder's expense. Tests shall be made prior to final payment." FMG

376. FIVE SPANISH R's: HOW TO APPROACH THEM by Leavitt O. WRIGHT, Claremont Men's College, Claremont, Calif., in Hispania, December 1962, p. 742.

In this article I offer a non-technical layman's approach to the teaching of the pronunciation of the r in Spanish by means of practice through corresponding sounds unconsciously made in Amer-English in rapid colloquial speech, in such combinations as are found in: "a medical"; "get on"; and "oddity". These offer, respectively, an approach to: intervocalic r; post-consonantal r; and pre-consonantal r. Initial r and final r are frankly admitted as sounds unknown in Amer-English, and must be learned by imitation, after mastering the above three. LOW

377. THE IMPORTANCE OF THE PRINTED WORD IN THE LEARNING OF A FOREIGN LANGUAGE by Vincenzo CIOFFARI, Modern Language Editor, D. C. Heath and Co., 285 Columbus Ave., Boston 16, Mass., in The Modern Language Journal, November 1962, Vol. XLVI, No. 7, pp. 312-314.

In this article I analyze the process involved in language learning in order to determine the function of the printed word. I state that the phase in which the learner acquires language through contact with others is relatively short, compared with the phase in which he expands his skill by his own devices. The written word has not only ultimate but immediate value in the process of language learning. The written symbol first comes into play as a reminder of sound. This reminder becomes reinforcement for the language already acquired. Constant ready reference to previously learned items is essential to language learning. The printed word is the only practical, inexhaustible supply of the words and expressions needed to furnish the flexibility necessary for self-expression. VC

378. STRASBOURG REVISITED 842-1963 by Konrad ADENAUER and Charles DE GAULLE, in French-German Reconciliation Treaty, Paris, January 22, 1963, reprinted in The New York Times, Western Edition, January 23, 1963, p. 2.

"In the field of education efforts will be concentrated on the following points: Language Teaching. The two Governments recognize the vital importance that knowledge of each other's language in each of the two countries holds for Franco-German cooperation. They will strive, with this aim in mind, to take concrete steps to increase the number of German schoolchildren learning French and the number of French schoolchildren learning German. The Federal Government will examine with the Governments of the Laender (states) who are responsible in this sphere the possibility of introducing a system which will permit achievement of this aim. In all establishments of higher learning it will be of advantage to arrange practical instruction of the French language in Germany and of the German language in France, open to all students."

379. FROM LANGUAGE TO LITERATURE: GAP OR CONTINUITY? by Olga RAGUSA, Columbia University, New York 27, N.Y., in The Language Laboratory and the Teaching of Literature, November 1962, Vol. II, No. 1, pp. 26-31.

In this paper, read at the April 1962 University of Kentucky Foreign Language Conference, I claim that it is artificial to divide language courses from literature courses, as is commonly done in our colleges. Learning a language is, at whatever stage, mastering models and learning to make proper use of them. Literary texts offer the best models. But as important as the text is the enthusiasm with which it is presented; the use of prepared readers is stultifying and restrictive. The college instructor can from the beginning be encouraged to be creative in his teaching by being permitted to make his own selection of suitable reading material. The constant common exploration of great works of literature would bind him to his students more closely. OR

380. FOREIGN LANGUAGES AS WEAPONS FOR DEFENSE by Robert F. ROEMING, in The Modern Language Journal, Vol. XLVI, No. 7 (November 1962), pp. 299-303.

In this article I attempt to determine whether foreign languages can contribute to the defense of this country as The National Defense Education Act explicitly states. If our commitment is to defend the dignity of rational man, then the defense of his existence rests on communication supported by the highest technological development. The power of language must be used in the service of reason. If potential leaders can be trained to master foreign languages, they will be able to penetrate the barriers which separate men spiritually and keep them from reasoning with each other. RFR

381. ON GERMAN SENTENCE STRUCTURE by Albert L. LLOYD, The University of Pennsylvania, Philadelphia, Pa., in *The German Quarterly*, November 1962, Vol. XXXV, No. 4, pp. 511-518.

In this article I investigate the structure of the German sentence, especially in its more complex form as found in scientific or non-scientific expository prose, from both the descriptive and pedagogical point of view. The "key" to the analysis is the abstraction of the skeleton from the modifiers; a clausal skeleton consists of a combination of linear and "onion-skin" constructions: that is, only two elements normally follow one another directly, while the remaining elements occur in reverse order at the end of the clause, forming with the initial units an outer"skin" within which the modifiers are placed. Phrasal structures (e.g., infinitive phrases and extended adjective modifiers) consist only of "onion-skin" constructions without linear elements. All basic sentence types are illustrated by examples from German expository prose. ALL

382. SHCHERBA AND THE STATUS OF FOREIGN LANGUAGES IN THE USSR AND THE USA by Berthold C. FRIEDL, University of Miami, Coral Gables, Fla., in *The Modern Language Journal*, November 1962, Vol. XLVI, No. 7, pp. 293-298.

According to the Russian linguist Shcherba (1880-1944) a fundamental error of the American educational system was its neglect of philology and language education. In the early forties Shcherba also wrote a number of polemical articles concerning the need for improving the teaching of foreign languages in the USSR. The paper attempts a further clarification of current trends in the USA and USSR bringing together parallels from selected Russian and American references. A companion of the "New American Method" with the "New Soviet Method" (as presented in the 1960 *Pedagogicheski Slovar* and in *Inostrannye jazyki v shkole*) shows that 1) essentially in both the US and the USSR the aims set for foreign languages are now able to develop practical mastery of the language to the point where these aims are served; 2) in the US there is a greater preoccupation with the initial stages, whereas the Russians are developing the methodology of reading concurrently with that of an initial emphasis on comprehension and speech; 3) the Russians' emphasis on the conscious efforts of the language student is likewise of interest. BCF

383. PRINCIPLES, POLICIES AND RECOMMENDATIONS FOR FOREIGN LANGUAGE INSTRUCTION IN CALIFORNIA SCHOOLS. Prepared by a committee representing districts, counties, colleges, universities, The California State Department of Education and the U.S. Office of Education under the chairmanship of Everett V. O'ROURKE in *California Schools*, February 1962, Vol. XXXIII, pp. 37-47.

In this article we report the California legislation requiring that instruction in a foreign language shall be given to all children in grades 6, 7 and 8 of the elementary schools on and after July 1, 1965 and set forth ways and means that governmental agencies can exercise their functions and responsibilities to get the task accomplished. School districts are encouraged to teach any language; however, it is recommended that the State Curriculum Commission and the State Board of Education place first emphasis on materials of instruction for Spanish since students in California schools study Spanish more than any other language. The committee urges that the audiolingual approach to language learning should be used in the systematically planned sequences to develop comprehension of the spoken language, and to progressively speak, read, and write it; that teacher education institutions, school districts and county offices are advised to assist an increasing number of teachers to acquire the competencies essential to effective teaching of a foreign language; and that a well-organized foreign language program, carefully planned for each specific grade level, will assure continuity in the language from grade to grade. EVO'R

384. THE TRAINING OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE IN THE PEACE CORPS by William F. MARQUARDT, New York University, School of Education, New York in Language Learning, September 1962, Vol. XII, No. 2, pp. 103-114.

In this article I suggest that the basic goal of the Peace Corps Volunteer is to bring about effective communication between himself and the people among whom he works--not merely linguistic communication but understanding of the meanings behind behavior patterns, cultural symbols, and traditions. The PCV needs training in the language of the people; but to give the people understanding of the changes the PCV will bring into their lives, they must also learn English. Each PCV should have training in helping the people learn English. But there should be PCV specialist in TESL to do a professional job of teaching English in the schools. The concepts and skills that the trained TESL should then have are detailed under the following categories: theoretical concepts from anthropology, psychology, and linguistics; general professional knowledge and skills; and concepts and skills applicable to elementary school, secondary school, college, and adult level teaching. WFM

385. TEACHING "CULTURE" IN NDEA FOREIGN LANGUAGE INSTITUTES by Michel BEAUJOUR, Yale University, New Haven, Conn., in The Modern Language Journal, November 1962, Vol. XLVI, No. 7, pp. 308-311.

In this article I discuss the complexities of the "anthropological" approach to the teaching of culture. Neither the teachers nor the participants in NDEA institutes have an adequate grasp of what is meant by this concept. Most teachers, either American or native, are disqualified by their lack of consciousness of the problems involved. The students cannot or do not want to shed ethnocentric prejudices which they are not made to face squarely. The difficulty is compounded by the lack of adequate documentation. In this laudable new departure, the cart has been put before the horse. Much ground work must be done before we can talk seriously of an anthropological approach to teaching culture. MB

386. ASSIDUITY AND ACHIEVEMENT by Robert L. POLITZER, University of Michigan, Ann Arbor, Mich., in The Modern Language Journal, January 1960, Vol. XLIV, No. 1, pp. 24-26.

In this article I compared the amount of time spent on homework by beginning French students at Harvard (1952/53) with the amount of time spent in the laboratory by students at Michigan (1957/58). The conclusion reached was that large amounts of time spent on homework (without laboratory) show no correlation with achievement, while time spent in the laboratory enables especially the weaker and average students to achieve better results. RLP

387. FOREIGN LANGUAGE IN THE JUNIOR HIGH SCHOOL by Helen M. KWAPIL, Seattle Public Schools, Seattle 9, Wash., in NEA Journal, November 1962, Vol. 51, No. 8, pp. 47-8.

FLES within a school district will eliminate many problems now existing in the beginning junior high school foreign language classes. Sequential foreign language training previous to seventh grade is of mutual profit to students and teachers as mixed language backgrounds tend to disappear. Flexible grouping is a partial but complicated answer to the problems caused in large classes especially by great variation in achievement levels. Other answers may be in method and motivation, individualized attention, use of electronic devices and audio-visual aids, student help with groups, and reinforcement activities related to other subject matter areas. HMK

388. NEW TESTS FOR A NEW ERA by Paul PIMSLEUR, Ohio State University, Columbus 10, Ohio, in Audiovisual Instruction, November 1962, Vol. 7, No. 9, pp. 634-636.

In this article I describe two new series of standardized tests. The MLA Cooperative Foreign Language Tests measure student achievement in 4 skills (listening comprehension, speaking, reading, writing) in 5 languages (FR., Sp., Germ., Russ., It.), at 2 levels of difficulty; each test has alternate forms. The MLA Teacher Tests measure the proficiency of teachers and advanced students in 7 areas: the 4 skills plus Professional Preparation, Civilization & Culture, Applied Linguistics. Sample items are given. The tests are a joint effort of the MLA and the Educational Testing Service (Princeton, N.J.); for further information contact E.T.S. PP

389. TESTAUFBAU UND TESTANALYSE by Gustav A. LIENERT, Psychologisches Institut der Universität Hamburg, published by Julius Beltz, Weinheim/Bergstraße (Germany), 1961, 502 pp.

Der Verfasser legt dar, wie ein guter Test beschaffen sein sollte und was man unternehmen muß, um zu einem solchen Test zu kommen. Die Erwartungen, die man in dieser Hinsicht haben muß, werden von dem Buch völlig erfüllt. Dabei geht der Verfasser sehr ins Einzelne: Er erläutert z.B. die verschiedenen Typen von Testaufgaben, bespricht verschiedene Arten von Tests, behandelt neben Einzeltests auch Testbatterien usw. Die Schritte der Testkonstruktion werden im Einzelnen beschrieben, die geeigneten Methoden genannt und bewertet; an jeder Stelle der Testkonstruktion werden praktische Ratschläge erteilt. Der aufmerksame Leser des Buches kann nach dessen Lektüre einen Test konstruieren. GAL

390. 1959 REVISITED by Frederick D. EDDY, Georgetown University, Washington 7, D.C., in Audiovisual Instruction, November 1962, Vol. 7, No. 9, pp. 602-623.

This article is a reprint of the September 1959 AVI: "45 Questions and Answers" about FL teaching and labs on which 23 writers collaborated--plus an introduction, and special up-dating comments on each 1959 item: an attempt to state our situation in 1962. An important core bibliography is evaluated and frequently quoted. Subjects covered: basic concepts, administration, housing and furniture, equipment and costs, materials, techniques, evaluation, programmed learning. Salient points: Two FL revolutions are in progress, one in linguistics and methods, the other in the use of the machine, and they must not be confused. Our "180-degree turn" has been made, but only by part of the profession; "there remains a tremendous job of effective preservice and inservice teacher training to do . . ." For additions and comments, see p. 66 of January 1963 AVI. FDE

391. WHAT CAN WE LEARN FROM THE PEACE CORPS? by George E. SMITH, Indiana University, Bloomington, Indiana, in Audiovisual Instruction, November 1962, Vol. 7, No. 9, pp. 638-641.

Peace Corps language training usually takes about 30 percent of a trainee's time. Basic training in the United States is normally eight to ten weeks, with a normal training week consisting of 60 hours of scheduled work. In a typical training program, three-and-one-half class hours a day were devoted to classes in Spanish: one hour of structural analysis and pattern practice; one hour of language lab practice with audio visual aids; and one-and-one-half hours of conversation and drill with native informants. To date 31 languages have been taught at Peace Corps centers. Under an intensive, well taught program, the Volunteer can usually get a "working" knowledge of the target language in 8 to 10 weeks. GES

392. "ORGANIC" VS. "FUNCTIONAL" GRAMMAR IN THE AUDIO-LINGUAL APPROACH by Leon LIVINGSTONE, S.U.N.Y. at Buffalo, N.Y., in The Modern Language Journal, November 1962, Vol. XLVI, No.7, pp. 304-307.

In this article I make a plea for the reintroduction of some grammatical analysis in the audio-lingual techniques. The new methodology, according to Nelson Brooks in Language and Language Learning (p. 126), permits only "functional" grammar, that is, grammar indoctrination by actual practice of patterns, with no analysis, because this is presumably the way a child learns his own language. My contention is that this is based on a false analogy: first, because the child is exposed to language an incomparably greater amount of time than the average student; second, because of the child's yet underdeveloped intellectual level. Pattern drills should be supplemented by "organic" grammar, interspersed analysis adjusted to, and explaining, patterns. LL

393. ACRONYMS IN SPANISH by Ricardo A. NARVAEZ, University of Minnesota, Minneapolis 14, Minn., in Language Learning, September 1962, Vol. XII, No. 2, p. 159.

In this article I point out that acronyms in Spanish may be either masculine or feminine, and may be preceded by el or la. An example of an acronym that uses the feminine article is: la ONU (Organización de las Naciones Unidas). The first letter represents a feminine word, organización, and for that reason the acronym is feminine. In the following example the masculine article precedes the acronym because the first letter of the acronym represents a masculine word: el PRI (Partido Revolucionario Institucional). It is el APRA (Alianza Popular Revolucionaria Americana) because el is used in Spanish before words which begin with accented (h)a. Spanish allows foreign acronyms like la FAE (Organización para la Alimentación y la Agricultura). The first word of the name of the organization in Spanish determines the gender of the acronym. An acronym may be suffixed: aprista. RAN

394. ENGLISH AS A SECOND LANGUAGE - PRACTICES OF SPEECH DEPARTMENTS by Cj STEVENS, Georgetown English Language Program, Ankara, Turkey; Arthur J. BRONSTEIN, Queen's College, Flushing, Long Island; Helene H. WONG, University of Hawaii, Honolulu, Hawaii in The Quarterly Journal of Speech, XLVIII, October 1962, No. 3, pp. 285-290.

We survey the roles, practices, and theories of departments of speech of representative universities and colleges in the teaching of English as a second language. While such departments participate in a majority of the programs, they do not have a comparative supervisory role. Oral-aural and lecture-demonstration methods are used in a 50:40 ratio. Basic stress is on comprehension of written and spoken English. Approaches vary from the speech-therapy to complex institutes. The training of teachers of English as a foreign language is notably slighted. As expected, heavy use is made of labs with the reservation that such cannot replace the well trained teacher. CS

395. FOREIGN LANGUAGE TEACHING: A NATIONAL IMPERATIVE by Val HEMPEL, U.S. Army Language School, Monterey, California, in California Journal of Elementary Education, November 1961, pp. 82-91.

In this article I discuss the importance of providing our country with additional resources of foreign language competence. The national need for multi-language skills is examined in terms of foreign relations, defense posture, economic competition, and scientific research. Foreign languages in the Elementary School are viewed as the most effective and economical way of providing a broad basis for meeting the demands of higher proficiency and more languages. VH

396. GRAMMAR by Professor Manoochehr VARASTEH, University of Tehran, Iran (currently at University of Michigan, Ann Arbor, Mich.), in The Modern Language Journal, October 1962, pp. 261-268.

The present conception of not teaching Grammar as conceived by the fervent supporters of the "Oral Method" is merely a reaction against the grammar-grinders of the Classical Method. It will take some time, as in every other revolution, before the reformers or their followers are able to reach a just compromise and adapt the teaching of Grammar to the country's real requirements. If there is no teaching of Grammar; there can't be any teaching of foreign languages. The question is not whether we should teach foreign languages with or without Grammar, the real problem is how grammar should be taught. I describe the "VARASTEH METHOD" with examples of how grammar is usually taught and how it ought to be taught. MV

397. MODERN LANGUAGE TEACHING: A COMPARATIVE VIEW by W. D. HALLS, University of Oxford, England, in Modern Languages (London), September 1962, Vol. XLIII, No. 3, pp. 92-99.

In this article I review modern language teaching in the English grammar school, the French lycée and the German Gymnasium. France and Germany emphasise cultural aims, England the intellectual discipline in language-learning. Methods are limited by the type of course, its length and by school-leaving examinations, which in France and Germany are less weighted towards translation. The oral approach is most apparent in Germany. Striking differences occur in the content of the course: Germany stresses building up a social picture of the foreign country, France stresses literature, but in England 'content' tends to be mainly the corpus of grammar. Vocabulary, audio-visual aids and written exercises are compared. By and large the English course is not so suited to the oral approach as are methods elsewhere. WDH

398. THE TEACHING OF FRENCH LITERATURE AS SUCH by Clifton CHERPACK, Duke University, Durham, North Carolina, in The French Review, January 1963, Vol. XXXVI, No. 3, pp. 301-306.

In this article I point out that, although the methods and goals of the FL program might seem to oppose the teaching of French literature for its aesthetic values, the success of this program ought to mean that more time will be available than ever before on the college level for the teaching of foreign literary works as works of art. This time will be wasted, however, unless graduate schools prepare all future teachers of French to teach French literature as such by requiring them, minimally, to take a course covering the theory of literature and the techniques of literary scholarship. The possible outline of such a course is briefly sketched. CC

399. A ONE YEAR COURSE IN ITALIAN FOR GIFTED STUDENTS by Edward Sainati, The Phillips Exeter Academy, Exeter, New Hampshire, in Italica, September 1962, Vol. XXXIX, No. 3, pp. 207-210.

In this article I propose that Italian be introduced more widely in our secondary schools, at least as a one year course, for students of demonstrated language aptitude and interests. I describe the contents and procedures for such a course, given with unusual success for the past several years at the Phillips Exeter Academy to honors students with strong backgrounds in Latin, French, or Spanish. In this course all basic skills are developed - comprehension, speaking, reading, and writing, capitalizing on the students' previous training. By the end of the year the class is reading short stories by Moravia. ES

400. FL AT MASSACHUSETTS BAY COMMUNITY COLLEGE by Carlo VACCA in Bay State FL Bulletin, Vol. VIII, No. 1, University of Massachusetts, Amherst, Mass. pp.2-9, 1962.

Many of our students come to us from traditionally-minded schools that still emphasize the grammar-translation method. To keep up with the times we taught our classes last year using the new pattern-approach, but we discovered that even those students beginning a new language with us were still infected with the old virus picked up in other language classes in these conservative high schools. The results have led us to make a compromise—for the moment. We are still heading toward the pattern drill approach using texts emphasizing audio-lingual techniques integrated with our language lab, but we have decided in our particular case to make the change gradually. Hence our texts and techniques are, we hope, a happy wedding of the old and the new. CV

401. RESULTS OF THE FIRST YEAR'S RESEARCH IN THE DENVER-STANFORD PROJECT by John L. HAYMAN, Jr., Stanford University, Stanford, Calif., and James T. JOHNSON, Jr., Denver Public Schools, Denver, Colo., Research Office, 1261 Glenarm Pl., Denver, Colo., 1962.

In this research project we used television as the basic instructional medium to teach first year Spanish to fifth graders in the Denver Public Schools. All 6,500 pupils viewed a 15-minute TV lesson in school three days a week, and the value of several additional in-school and home activities was investigated. Listening comprehension and speaking tests were administered at the end of each semester. Covariance analysis of results indicated: with no other practice, two viewings of a TV lesson are superior to a single viewing; viewing the television program again at night and having parent help is superior to a second viewing only; as a teacher-directed follow up to TV, eclectic practice is superior to either structure or dialogue practice; combining classroom practice with parent help and a second viewing is superior to any other practice tried. JLH, JTJ

402. SOURCE MATERIALS FOR SECONDARY SCHOOL TEACHERS OF FOREIGN LANGUAGES by Esther M. EATON, Mary E. HAYES, and Lynn L. NORTON, U. S. Office of Education, Washington 25, D.C., Office of Education Circular No. 690, 1962, Government Printing Office, 24 pp.

In this booklet we have presented a partially annotated bibliography of the more recent materials applicable to teaching foreign languages today. The references are grouped in 17 categories, five with sub-headings, which reflect the areas of interest shown by requests from classroom teachers for sources of information, for example: Audiovisual Aids, Course Outlines and Guides, Foreign Language Association Journals, FL Newspapers and Periodicals, Linguistics, Professional References, Study, Travel, and Exchange for Students and Teachers, Vocational Opportunities. Unless otherwise indicated the items are usually applicable to both modern and classical languages. Although this booklet contains over 500 items, it does not pretend to be an exhaustive list. It is a source list rather than an evaluative one. While this circular is directed to secondary school teachers, it should prove useful to college and university personnel training teachers. EME, MEH, LLN

403. A CONTINUUM CONCEPT IN MODERN LANGUAGE by J. KOLBERT and J. A. MASTRONIE, The University of Pittsburgh, Pittsburgh, Pa., in The Modern Language Journal, November 1962, Vol. XLVI, No. 7, pp. 315-321.

In this report we summarize the recommendations of a large committee of specialists in Languages, all of whom were drawn from colleges, universities, public and private secondary schools and elementary schools in the Upper Ohio Valley area (western Pa., West Va., and Pittsburgh). The Report's principal theme is the necessity for a long, unbroken continuum of language study that cuts across artificial school divisions, so that the study of modern foreign languages can be dealt with as a problem that involves teachers at all levels; elementary, secondary, college, and graduate school. Recommendations are made in the fields of FLES, high school (mainly insofar as taking over a FLES-started program is concerned), the college (where problems involving the language major and the non-major must be treated individually), and in Graduate School where the Report emphasizes the need to prepare Ph.D's not only for scholarship but also for sound teaching. We insist that the new emphasis on modern spoken languages must go hand-in-hand with a solid program in the Classical languages. The Report further insists that language programs must make the best possible use of technological developments. JK & JM

404. HOW DO WE BREAK THE LOCKSTEP? by Albert VALDMAN, Indiana University, Bloomington, Indiana, in Audiovisual Instruction, November 1962, Vol. 7, No. 9, pp. 630-634.

In this article I describe a multi-component self-pacing elementary French course currently being developed and tested at Indiana University. The course extends the team teaching concept initiated notably at the Foreign Service Institute by making the language laboratory an integral component of the course. The use of the language laboratory as a teaching machine frees student from the conventional lockstep arrangement and liberates instructors from "non-human" tasks (repetition, drill). The primary role of the instructor is to lead students to display in a simulated natural context and in small groups (3 students) the material acquired in the lab; more specialized instructors explicate formally grammar and culture. Preliminary results indicate that higher retention rate, much higher degree of oral proficiency, but slightly lower reading ability are achieved in comparison to the conventional program. AV

405. LINGUISTIC FUNCTIONING OF BILINGUAL AND MONOLINGUAL CHILDREN by Sister Mary Arthur CARROW, Our Lady of the Lake College, San Antonio, Texas, in Journal of Speech and Hearing Disorders, 22(3), 1957, pp. 371-380.

In this study a comparison of English language ability and achievement was made between a group of monolingual children and a group of bilingual children who were similar in regard to age, grade, socio-economic status, and intelligence. The major findings are summarized as follows: 1. There was a significant difference between the language groups, in favor of the monolingual group, in the tests of oral reading comprehension, hearing vocabulary, arithmetic reasoning, and speaking vocabulary. 2. No significant difference was found between the language groups in silent reading comprehension, silent reading vocabulary, oral reading rate, spelling, verbal output, length of clause, and degree of subordination. 3. The bilingual group made more and different types of articulatory and grammatical errors than the monolingual group. SMAC

406. PRACTICAL PHONETICS OF RHYTHM WAVES by Kenneth L. PIKE, University of Michigan, Ann Arbor, Mich., in Phonetica 8, (1-3), 1962, pp. 9-30.

In this article I have attempted to give a conceptual framework which will allow training in the practical transcription of rhythm units. Attention is focussed on rhythm units as waves with initial margin, ascending slope, nucleus, descending slope, and final margin. Each is treated, by crude auditory techniques, in terms of stress, length, pitch, and segmental components. Various implications for linguistic theory are involved, such as the relation of a particle hierarchy viewed as a hierarchy of waves. KLP

MLabstracts

407. TEXTBOOK USAGES OF UMLAUT by B. J. KOEKKOEK, University of Buffalo, Buffalo 14, New York, in *The Modern Language Journal*, December 1962, Vol. XLVI, No. 8, pp. 360-362.

In this article I examined the usages of *umlaut* as a technical term in beginning textbooks of German. The following usages were found: the pseudo-phonological, as distinct from the usage in historical phonology ("German *a*, *o*, *u* undergo a change of sound called umlaut"); the grammatical ("Umlaut often plays a role in the formation of the plural"); and the orthographic ("The dots written over the German letters *ä*, *ö*, *ü* are called umlauts"). Many textbook statements have *umlaut* in double usage—both the grammatical and the orthographical ("Many adjectives of one syllable take umlaut in the comparative"). BJK

408. AUDIO-LINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES produced by Pierre J. CAPRETZ for Yale University, under contract with USOE - distributed by MLA Research Center, 70 Fifth Avenue, New York 11, N.Y.

This film series included four 40-minute films (in French, German, Russian and Spanish), showing a teacher conducting a first-year foreign language class at the secondary-school level. The various techniques demonstrated are identified by superimposed titles and a brief commentary in English. In each film, Part I (approx. 30 min.) is an abridgment of a 45-min. class period toward the end of the first year of instruction, showing various audio-lingual techniques and the transition from one to another. Part II (approx. 13 min.) deals with the special problems of the first day of instruction. Part III (approx. 13 min.) shows individual techniques which may be viewed one at a time for discussion. Each film is accompanied by an explanatory booklet. PJC

409. LE LABORATOIRE DE LANGUES ET LA CLASSE AUDIO-VISUELLE, par Jean ALBENC, Malcolm CLAY et Pierre R. LÉON, Université de Besançon, France, dans Etudes de Linguistique Appliquée, No. 1, 1er semestre 1962, pp. 136-163.

Dans cet article les auteurs exposent leur méthode d'enseignement accéléré de l'anglais. Cette méthode basée sur une étude structurale, comporte des dialogues accompagnés de vues fixes dont le but est de faciliter la compréhension directe et d'aider à la mémorisation. Ces dialogues sont suivis de pattern drills couvrant toutes les difficultés grammaticales rencontrées par un francophone et établis selon une progression systématique. Il est fait un très grand usage du conditionnement phonétique et linguistique grâce à un usage intensif du laboratoire de langues, utilisé au maximum comme "machine à enseigner" selon les principes de Skinner et de Rand Morton. Le bilan de cette expérience est extrêmement encourageant. JA, PRL, MC

410. NUMBER IN ENGLISH NOUNS by J. Donald BOWEN, Philippine Center for Language Study, Pasay City, Philippines, in *MST English Quarterly*, July-October 1961, pp. 27-33.

In this article I describe the regular and irregular patterns for forming the plurals of English nouns, which can then be compared to the traditional spelling rules for pluralization. I point out the adequacy of spelling rules for first language students, since they already know English and their primary problem is to become efficiently literate. The situation is quite different for second language students, since they must master both language structure and spelling rules; for them a presentation that confuses the two creates needless confusion. JDB

411. ITALIAN IS EASY, IF YOU KNOW LATIN by Raymond V. SCHODER, S. J., Loyola University, Chicago, Illinois. Published by American Classical League, Miami University, Oxford, Ohio, 1960, pp. 32.

In this booklet I present an unusual method for quickly acquiring a reading ability in Italian: only those grammatical and vocabulary items are given, in charts and lists, which are different from Latin -- the rest being assumed as already known. Thus, useless re-learning is eliminated and the work of learning Italian made to seem brief and easy — as it is when Latin is well known. The method is intended for use at the end of a school Latin course, showing students a practical benefit of their having learned Latin, and also for teachers and students who want to read Italian literature or plan on travel in Italy. RVS

412. SOME MAJOR CONSTRUCTIONS IN ENGLISH by Remedios P. RUTAQUIO, University of the Philippines, Diliman, Quezon City, Philippines, in Philippine Journal for Language Teaching, October 1961, pp. 6-11;41.

In this paper I have presented some major constructions in Tagalog for the purpose of contributing a basis for the further study of this language. Like English, Tagalog has constructions which are exocentric or endocentric depending on their ICs. In Tagalog, uncentered constructions may be of two types: those introduced by subordinating particles, and those introduced by case-marking particles. Endocentric constructions in Tagalog are either single-centered or double-centered with the verb usually acting as the center of predication. Some constructions to show the layers of ICs given are discussed in this paper to some extent. RPR

413. TEACHING FOREIGN LANGUAGES IN THE MODERN WORLD (the Proceedings of the Workshop on the Teaching of Foreign Languages in the Modern World, conducted at the Catholic University of America, June 10 to 21, 1960), edited by Tatiana FOTITCH, Washington, D.C., The Catholic University of American Press, 1961.

In this report we present the many different problems of language teaching and learning as a professional background for the language teacher of today. Among the topics explored by specialists in the fields are: Linguistics and Anthropology (Regina Herzfeld), Modern Methods of Descriptive Linguistics (Richard Harrell), Historical and Comparative Linguistics (Robert Meyer), Latin and its Importance for the Teacher of Modern Languages (Martin McGuire), Language as an Aspect of Cultural Behavior (Dan Desberg), Hearing and Speaking (Hugo Mueller), Language and Thought (Paul Nolan), Stylistics and Idiomatology (Emile Telle). The seminar reports deal with problems facing High School and College teachers and with the use of audiovisual aids. TF

414. ANTICIPATION AND FRENCH VOWELS by David G. SPEER, Purdue University, Lafayette, Indiana, in The Modern Language Journal, December 1962, Vol. XLVI, No. 8, pp. 358-359.

In this article I point out that the native French speaker generally anticipates a following vowel, while pronouncing the preceding consonant, whereas the native English speaker anticipates a consonant following a vowel. This difference creates difficulties in teaching correct pronunciation of French vowels, particularly nonnasal vowels before nasal consonants. I show how students can be made aware of this difference, and propose several corrective exercises which will assist them to acquire more accurate pronunciation. DGS

415. TEACH POETRY TO YOUR JUNIOR HIGH SPANISH STUDENTS -- THIS WAY by Leonor A. LAREW, State University at Geneseo, N.Y., in Hispania, December 1962, pp. 758-761.

In this article, the third of a series of three articles on teaching poetry to children I suggest that poetry can be an excellent aid in teaching students reading on an advanced level. Poetry can be used on this level not as an aid to teach language but as a springboard for thought. The students can be encouraged to like, dislike, agree, disagree, analyze, criticize and praise, for reading-especially poetry-is thinking. It is assumed that the junior high school students taught have experienced a valid, well-organized FLES program. The poetry included was written by recognized Spanish American and Spanish authors. Practical and specific suggestions are given for teaching the poems quoted. LAL

416. A CHILD LEARNING A FOREIGN LANGUAGE IN ENGLAND by Y. IQBAL, Government Primary School, Magwa, Uganda, in English Language Teaching, 15 (4), July-Sept. 1961, pp. 160-163.

In this article I have recorded my observation of K's learning English (second language) in U.K. She went to U.K. at the age of 2 years 10 months and stayed there for a year. K learnt English on her own initiative or with the help of lay persons. K's mother-tongue and English are not akin in origin. I have analysed my observation under seven subheads and these, in my opinion, should constitute the Natural Method of learning a second language. When there is a will to learn a child cannot be bound within the limits of 'basic vocabulary' and 'basic structures'. Translation, equating the words of the L2 and L1 and analogy play important roles in the L2 learning process. YI

417. DE L'ALLEMAND AU FRANÇAIS, Problèmes Phonémiques et Phonétiques par Pierre R. LÉON, Université de Besançon, France, dans Le Français dans le Monde, octobre-novembre 1961, pp. 45-48.

Dans cet article, l'auteur montre comment la linguistique appliquée moderne envisage les problèmes qui se posent avant d'établir une méthodologie de la correction phonétique. En prenant comme exemple les difficultés rencontrées par un germanophone, l'auteur montre la nécessité d'une comparaison des systèmes linguistiques en présence. Cette comparaison permet de détecter ce qui est phonémique et ce qui est phonétique, déterminant ainsi un ordre d'urgence pour la correction de la prononciation. L'auteur expose surtout les difficultés phonémiques et indique comment on peut établir un matériel linguistique basé sur les oppositions fonctionnelles qui permettront une plus grande efficacité en orthophonie. PRL

418. SOME QUANTITATIVE STUDIES OF RUSSIAN CONSONANT PHONEME DISCRIMINATION by Patrick SUPPES, Edward CROTHERS, Ruth WEIR, and Edith TRAGER, Stanford University, California, Technical Report No. 49, September 14, 1962.

This is the first in a series of Reports of detailed quantitative studies attempting to analyze second language learning in terms of stimulus-response theory. It is the joint work of structural linguists and mathematical psychologists. In this particular Report, a quantitative analysis of Russian consonant discriminations in initial position by native speakers of American English is detailed. The linguistic results present some data of general interest, but the most important aspect of this study is the application of a mathematical theory of learning to second language acquisition. RHW

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419. DESIGNING FOREIGN LANGUAGE EDUCATION FOR WORLD UNDERSTANDING -- A SHARED RESPONSIBILITY by Marjorie C. JOHNSTON, U. S. Office of Education, Washington, D. C., in PMLA, May 1963, Vol. LXXVIII, No. 2, pp. 11-14.

In this article I discuss progress toward the following national goals for MFL teaching: 1. Opportunity for all pupils to study a MFL, beginning as early as possible, for as long as they can profit from the study. 2. Achievement commensurate with the expanding national need for large numbers of citizens to have proficiency in the use of at least one MFL. 3. Expansion of offerings to include all major world languages. 4. Understanding of the nature of language and language learning sufficient to enable the student to direct his own study of additional languages as need arises. 5. Along with language skills, the psychological and cultural insight necessary for satisfactory interpersonal and intergroup relationships. The ultimate test of success will be the personal satisfaction and social good resulting from competent performance in the language studied. In the U.S. those in positions of immediate control in the States and in the schools and colleges have the authority and therefore the responsibility for education. For MFL education, leadership rests with the language teaching profession. To be effective in outside relationships the profession must be strong within, combining good will and clear thinking about education at every instructional level. To bridge distances between us and peoples all over the world we must fill some gaps right at home — between colleges of liberal arts and education, between graduate research and that needed on actual problems, between universities and State departments of education. The shared responsibility should set in motion a personally rewarding chain of communication to hasten the evolution of a suitable design for FL education. MCJ

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"Keep abreast to Stay ahead"

420. LEARN A FOREIGN LANGUAGE THE NEW WAY: A REBUTTAL by Richard BARRUTIA, Arizona State University, Tempe, Arizona, in Hispania, December 1962, pp. 724-728. Volume XLV, Number 4.

In this article, I firmly support the audio-lingual method of language learning. Many language teachers feel that the linguistic orientation is still just theory. Since the beginning of NDEA language institutes in 1959, enough comparative experiments have been made so that this point is no longer debatable. Language teaching should follow the dictates of the scientific linguistic procedures of imitation, memorization, pattern drills, great amounts of ear training, and semi-free conversations based on memorized patterns and dialogues. Finally after considerable oral proficiency is achieved, reading and writing should be taught by following the very same inductive procedures. It is the moral duty and responsibility of grammar translation-type teachers everywhere to give the new key techniques a fair trial. RB

421. THE CONJUNCTION ПОКА: by D. P. COSTELLO, University of Manchester, England, in The Slavic and East European Journal, Fall 1962, Vol. VI, No. 3, pp. 253-258.

In this article I argue that the conjunction пока has one basic meaning, that of simultaneity; its use with не to express limitation falls under this head. Even when used without не it has other English equivalents than 'while', since 'while' takes a verb of imperfective action, whereas пока occurs also with the perfective, e.g., to indicate completion of action after the conclusion of some period or action: прошло несколько дней, пока я в чём-то разобрался 'several days passed before I began to get my bearings'; пока добрались до парохода, Павлик заснул 'by the time they reached the ship P. was asleep'. It is used after verbs of waiting to mean 'until' and with the past perfective to indicate anticipation of an undesirable event. DPC

422. MY AUNT'S PEN by Robert O'NEAL, Southeast Missouri State College, Cape Girardeau, Missouri, in The Modern Language Journal, January 1963, Vol. XLVII, No. 1, pp. 29-30.

In this article I suggest that in the situational dialogs of today's "new" French methods for the high school student, we are working toward a new series of unusable cliches as firmly established as la plume de ma tante. With miles of tape slithering through thousands of gadgety language laboratories, we are cultivating the cult of the useless phrase, related to possible but highly improbable "real-life situations," and the student is not being trained to speak the language at the place where language use always begins --around his own personal, immediate, felt needs. It would indeed be possible to build a true spoken language course around the necessities of je suis, j'ai and je voudrais, if we could just for once subordinate college prep grammatical approaches and concentrate on the teen-ager's need for and delight in speech. RO'N

423. THE PLAY AS AN EFFECTIVE AID TO TEACHING FLES by Claire PAXTON, Southwest Texas State College, San Marcos, Texas in Hispania, December 1962, pp. 756-758.

In this article I describe a situation created experimentally that illustrates the advantages to be gained by 4th and 5th grade children in memorizing lines in a play and then relating the vocabulary learned to other unrelated but meaningful situations. CP

424. AIDE-MEMOIRE D'ORTHOEPIE par Pierre R. LÉON, Université de Besançon, France, Publication du Centre de Linguistique Appliquée de Besançon, 1962, 95 pp.

Dans ce livre l'auteur poursuit un but essentiellement pédagogique en présentant les règles expliquées de prononciation française d'une manière très systématique, sous forme de tableaux. Les tableaux phonétiques décrivent le français parisien standard; les tableaux phonémiques indiquent les sons indispensables à la compréhension et les tendances selon lesquelles le français parlé simplifie les "règles phonétiques". Des exercices progressivement gradués en difficulté accompagnent la théorie. La clé de tous les exercices est donnée en transcription phonétique. Les mots étrangers les plus employés ainsi qu'un certain nombre de noms propres présentant des difficultés sont expliqués et des textes sont transcrits en tenant compte des différents degrés de style parlé qu'ils représentent. PRL

425. TEACHING ENGLISH AS A SECOND LANGUAGE IN ELEMENTARY AND SECONDARY SCHOOLS by Mary FINOCCHIARO, Hunter College of the City University of New York, New York 21, New York, Harper Brothers, New York, 1958, 335 pp.

In this book I bring together current, commonly accepted theories in general education, in language teaching, and in the teaching of English as a second language and apply them to two situations in which English is taught 1) where English is the language of the community and 2) in a non-English speaking environment. The teacher is guided in planning a program or a lesson. A detailed course of study includes language and socio-cultural items; examples of Language-culture lessons; and numerous activities. Procedures for teaching reading and writing are given as well as activities, materials and techniques for integrating the skills into authentic communication situations. Throughout teachers and supervisors are cautioned to use the method which will work "with your student population, with your school organization, with your personality, and in your environment." MF

426. APPROACH, METHOD, AND TECHNIQUE by Edward M. ANTHONY, The University of Michigan, Ann Arbor, Michigan, in English Language Teaching, January 1963, XVII, No. 2, pp. 63-67.

In this article I suggest a hierarchical redefinition of three commonly used language teaching terms to facilitate focus on distinctions between views. Approach is defined as two series of assumptions - those relating to the nature of language and those concerned with language pedagogy. Method is defined within a given approach as an over-all plan for presenting material dependent on factors such as the character of the target and native languages, the level of the student, the preparation of the teacher, etc. A technique is defined as a teacher's strategem or contrivance to accomplish an immediate objective within a particular method. EMA

427. FRENCH WITH SLIDES AND TAPES by Frederick GARRABRANT and Roger PILLET, University of Chicago, Chicago 37, Illinois, in The Elementary School Journal, May 1962, Vol. LXII, No. 8, pp. 417-421.

In this article we evaluate the possibility of introducing French in the third grade using slides and tapes as the core of instruction with regular home-room teachers in charge of audio-visual presentations and follow-up drills. Pupil achievement measured at the end of the year suggests feasibility of this staffing procedure under proper supervision. FG, RP

428. A PRACTICAL TRAINING PROGRAM FOR COLLEGE LANGUAGE TEACHERS by Francis W. NACHTMANN, University of Illinois, in The Modern Language Journal, January 1963, Vol. XLVII, No. 1, pp. 11-13.

A system of training new graduate teaching assistants, successfully tried at the University of Illinois, should prove useful for any university or large college. The new graduate assistants attend a demonstration class daily, seeing an experienced teacher present the lesson just in advance of their own presentation of the same material. Once a week they meet to discuss what they have seen in the demonstration class and the results in their own class. This makes the methods course thoroughly practical. The inexperienced teacher has only to imitate, and procedures in general are standardized. This demonstration method is particularly needed for training in audio-lingual techniques. FWN

429. TEACHING THE GENITIVE IN RUSSIAN by W. F. TULASIEWICZ, Department of Education, University of Cambridge, England, in Modern Languages, (U.K.), Vol. XLIII, No. 4, December 1962, pp. 144-147.

In this article I have suggested that because of its difficulty (many different endings and few uses with an English parallel) the genitive should be introduced early in the course. Using audio-visual methods a start can be made with the contrasting pairs 'u menya pero (nom)' and 'u menya net pera (gen)', to be followed by the genitive after some transitive verbs and 'ne' (contrasts!), numerals etc., leaving the genitive of possession the last of the 11 priorities listed. These 11 uses should be taught in one work unit consisting of a number of lessons. Thus the patterns in each lesson can be seen to be related to or derived from the preceding ones, providing opportunity for revision of both endings and uses at each stage. WFT

430. TO GET THEM TALKING - TRY WRITING by James G. BACKES, Southern Illinois University, Carbondale, Illinois, in Today's Speech 10(1), pp. 12-14, 1963.

In this article I attempt to develop a technique, not guaranteed to be new, which might help a discussion group to become more vocal. Each member of the discussion group is given a pad of six sheets of paper stapled together. The person "chairing" then asks the group to jot down five words which come to their minds upon the chairman's utterance of a single word. After completing their lists, each member is requested to read what he has written. Then the chairman poses the question, "Why?" The other members are invited to chime in and, hopefully, you are underway. JGB

431. INITIAL CLUSTERS by James W. ABEL, Brooklyn College, Brooklyn 10, New York, in Speech Monographs, November 1962, Vol. 29-4, pp. 274-287.

In this research project I have found 112 different initial clusters in 14 cluster compilations. Examination of the compilations reveals agreement on 22 clusters and near unanimity on 8 others. Beyond these, there is frequent disagreement, in relatively minor degree due to apparent oversight and limitation of source, and in relatively major degree, first, to differing phonetic and dialectal assumptions resulting primarily in differential appearance of clusters ending in /j/, and second, to inconsistent appearance of variously qualified clusters. In the findings, support is seen for the concept that phoneme combination is a matter of greater or lesser probability rather than of possible vs. impossible. JWA

432. THE TEACHING OF FOREIGN LANGUAGES IN THE SCHOOLS OF WEST GERMANY by Theodore HUEBENER, Board of Education, 110 Livingston Street, New York 1, New York, in The Modern Language Journal, February 1962, Vol. XLVI, No. 2, pp. 69-70.

As in other European countries, foreign language study occupies an important place in the curriculum of the schools of West Germany. In the humanistic *Gymnasium* Latin is studied for 9 years and Greek for six. In the modern language school English and French are the major languages and Latin is an elective. There is little Italian, Russian or Spanish. The methods employed are not strikingly modern, according to our standards, but the results are good. This is due to several factors: the students are a highly selected group, the teachers have studied or taught in the foreign country, the foreign language is used exclusively in the classroom and the course is from 6 to 9 years in length. TH

433. CHINESE LANGUAGE INSTRUCTION IN CALIFORNIA PUBLIC SCHOOLS by the Advisory Committee on Chinese Language Instruction in California Public Schools, (Kai-yu Hsu, Chairman), San Francisco State College, San Francisco 27, California, in California Schools, September, 1962, Vol. XXXIII, No. 9, pp. 341-55.

The article includes five papers. (1) A position statement of the Committee which explains why Chinese should be taught and how it can be taught in secondary schools. (2) The Committee's view on the desirable qualifications of teachers of Chinese, endorsing as minimal requirement the "good" level of achievement described in the seven-point statement developed by the Modern Language Association in 1959. (3) A teacher training curriculum designed to produce the above mentioned qualifications (4) A master Chinese curriculum for classes beginning at Grade 6, 7, 8, or 9, through 12. (5) A plan for one year's study abroad as part of teacher preparation. KYH

434. AMERICAN STUDENTS ABROAD: A PROPOSAL FOR STANDARDS by Herbert MAZA, Institut d'Etudes Politiques, Aix-en-Provence, France, in The Modern Language Journal, January 1963, Vol. XLVII.

In this article I discuss the rapidly increasing developments in study abroad. I suggest criteria for colleges contemplating setting up independent programs abroad at Junior Year level, under the following headings: 1) Responsibility for students, to be assumed by the home administration. 2) Maximum advising and personal supervision for students. 3) 5-8 hours of language courses per week; Area Studies, History, Art History, International Relations, Government, etc. 4) Facilities: offices, reading-room, assigned housing. 5) Students: in good standing, stable, mature, adaptable. Independent and graduate level study present different problems. The trend towards more extensive study abroad for U.S. students should be encouraged so that young Americans may be adequately prepared for the complex world of tomorrow. HM

435. EVALUATION AND TESTING IN TEACHING MODERN FOREIGN LANGUAGES by Esther M. EATON, U. S. Office of Education, Washington 25, D.C., in School Life, March 1962, Vol. 44, No. 4, pp. 19-22.

In this article I have outlined the more recent developments in modern foreign language teaching which have emphasized the need for revision and/or creation of means of evaluation and testing. A suggested list of types of achievement tests appropriate to each of the language skills is given and a description of recently developed student and teacher proficiency tests. EME

436. KINESICS AND THE CLASSROOM: SOME TYPICAL FRENCH GESTURES by Gerard J. BRAULT, The University of Pennsylvania, Philadelphia 4, Pennsylvania, in The French Review, February 1963, pp. 374-382.

In this article I discuss twenty-one gestures considered distinctly French, providing in each case some typical French expressions which accompany them more often than not. A brief history of these gestures is also provided. Though the French have been noted for their gestures at least since the time of the Renaissance (Castiglione), very few examples of the type of gesture which may properly be described as imparting a cultural message are to be found in literature. It behooves the teacher to pay particular attention to the circumstances under which Frenchmen use characteristic gestures. Most Frenchmen consider gesticulation as vulgar; in other words:like slang expressions, they are decidedly low-class, though most people employ them from time to time in a familiar situation. GJB

437. THE COMMON CONCEPTS FOREIGN LANGUAGE TEST by Bela BANATHY, Army Language School, Presidio, Monterey, California, W. James POPHAM, University of California, Wayne E. ROSENOFF, California Test Bureau, in The Modern Language Journal, December 1962, Vol. XLVI, No. 8, pp. 363-5.

In this report we present the rationale for a test designed to evaluate foreign language achievement utilizing an audio-lingual method of testing. In this test, a stimulus sentence is heard at the same time that the student looks at a panel of four pictures. The student indicates his understanding of the language by identifying, from the four frames, the one picture which contains content relating to the spoken sentence. The pictures (in color) present material acceptable to a variety of cultures and are not peculiar to a given racial, social, or economic group. Spanish, German, French and English tapes have been prepared by a native speaker. However, it is possible for the examiner to administer the test without a tape. WER

438. WHAT IS A LANGUAGE LABORATORY? by Alfred S. HAYES, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C., in Saturday Review, February 16, 1963, pp. 70-71.

In this article I offer a 1000-word statement concerning the language laboratory in modern language teaching, stressing the notion of efficient practice. A simple physical description of the common lab types is followed by a brief summary of current language learning theory. Attention is called to the need, if maximum effectiveness is to be achieved, for better teacher preparation, high-quality sound reproduction, constant improvement of materials, and complete integration between classroom and laboratory. The article may be useful to teachers or administrators needing a brief statement for presentation to lay audiences. ASH

439. SUMMER HIGH SCHOOL LATIN CONFERENCE by Edwin S. RAMAGE, Indiana University, Bloomington, Indiana, in The Classical Journal, December 1962, Vol. 58, No. 3, pp. 107-109.

In this report I describe the first Summer Conference for promising high school Latin students held at Indiana University, July 8 through July 14, 1962. Our purpose was to give fifty carefully selected students an introduction to college life and college work in the Classics. They were assigned to dormitory rooms, attended classes on the university schedule, carried out assignments for each instructor, and in their free time took some part in campus activities. Latin, Greek, Mythology, Ancient History, Archaeology, Numismatics, Paleography, and Teacher Education were the topics for study. This was no "Roman holiday," and the students seemed to welcome the challenge. ESR

440. NEW YORK CITY'S FOREIGN LANGUAGE PROGRAM by Theodore HUEBENER, Board of Education, 110 Livingston Street, New York 1, New York, in The Modern Language Journal, February 1963, Vol. XLVII, No. 2, pp. 62-65.

In this article I say: New York City's foreign language program endeavors to combine the good features of the past with the best of the newer procedures. The audio-lingual approach has been accepted but parts of it have been modified. For example, the prereading phase is kept down to the first 20 lessons. Also, reading and writing are increasingly emphasized after the initial approach. As part of the program, 47 language laboratories have been installed and tapes have been provided. For the rapid retraining of teachers televised demonstration lessons have been used. In view of the dominant emphasis on hearing and speaking, examinations now consist largely of audial and reading comprehension. Revised syllabi for 7 languages have been prepared to guide supervisors and teachers in the newer techniques. TH

441. THE TEACHING OF ARABIC AS A FOREIGN LANGUAGE by Jacob M. LANDAU, Hebrew University, Jerusalem, Israel. Published, in Hebrew, by the School of Education, Hebrew University, Jerusalem, Israel, 1962.

In this book I have collected and edited 25 articles on the teaching of Arabic as a foreign language in Israel. The articles treat of the methodological problems in teaching Arabic in Hebrew schools, the aims and means, the curriculum, etc. Despite certain similarities between Arabic and Hebrew in vocabulary and grammar, there is an almost general consensus among the contributors about the syntactic difficulties in teaching Arabic. The relatively small number of school hours devoted to Arabic implies stressing one aspect in learning it. Some authors are in favor of classical Arabic (cultural values, some of them common to Jews and Arabs); others are for modern literary Arabic, as a means of communication nowadays; a third group are for the vernacular. JML

442. DIFFICULTIES ON THE PART OF ITALIAN YOUNGER ADOLESCENTS IN THE PERCEPTION OF SOME PHONOLOGICAL FEATURES OF THE ENGLISH AND FRENCH LANGUAGES by Renzo TITONE, Pontifical Salesian University, Via Marsala 42, Rome, Italy, in Orientamenti Pedagogici, July-August 1961, Vol. VIII, No. 4, pp. 684-716.

In this article I summarize the conclusions of my study of the specific difficulties which the English and French phonological systems present to the Italian student. The pupils examined totaled 569, of which 271 belonged to the classical secondary schools and 298 to the technical schools. By means of an English and French aural discrimination test I was able to find out: (a) the different level of phonetic achievement from the first to the third year of schooling; (b) the different degree of reaction on the part of three groups that had received no language instruction or instruction in English or in French; (c) the order of difficulty involved in the perception and discrimination of certain phonemes and suprasegmental phonemes on the part of Italian adolescent students. RT

443. EXPERIMENTATION IN THE LANGUAGE CLASSROOM: GUIDELINES AND SUGGESTED PROCEDURES FOR THE CLASSROOM TEACHER by Harlan L. LANE, University of Michigan, Ann Arbor, Michigan, in Language Learning, September 1962, pp. 115-121.

In this article I examine the implications of the new technology of behavior for procedure in the language classroom. The important contribution that the language teacher may make through small-scale classroom research is discussed and five experimental questions are posed. The problems of experimental control, evaluation of results, and dissemination of findings are considered. HLL

444. THE NEW LATIN METHODS by Patrick D. SHARP, S.J., Jesuit High School, Portland, 25, Oregon, in The Classical Journal, December 1962, Vol. 58, No. 3, pp. 103-107.

In this article I investigate the history of Latin methods from the time of the Renaissance to the present. The formalism of the analytic or so-called "traditional" method was a rather late development popularized by such men as Vittorino da Feltre, John Sturm and Roger Ascham. But these men concentrated their efforts on secondary school texts for students who already had some acquaintance with Latin. The seventeenth century beginners' texts by John Amos Comenius, Janua Linguarum Reserata and Orbis Sensualium Pictus, employed the technique of the not-so-modern direct method but left out classical content. Present methods, I conclude, are presenting and must present beginners' textbooks which combine linguistic and direct methods with classical content. PDS

445. EVOLUTION OF THE LISTENING COMPREHENSION TEST by Rose M. SCHNEIDER, Educational Testing Service, Princeton, New Jersey, in College Board Review, Number 48, Fall, 1962, pp. 24-28.

In this article I trace the development of standardized aural tests in foreign languages from their initial use as research tools in the Agard-Dunkel Investigation of the Teaching of a Second Language (established in 1944 with support from the Rockefeller Foundation) through the experimental French Test developed by Nelson Brooks for the Yale-Barnard Conference in 1951, to their adoption by the College Entrance Examination Board in 1954. Today, the College Board offers Listening Comprehension Tests in French, German, Italian, Russian, and Spanish in several of its examination programs. These tests measure the candidate's ability to understand the foreign language when spoken by native speakers. Each consists of a recorded tape and a test book. The candidate hears the test material—spoken questions and some connected discourse on which questions are based—and reads the corresponding multiple-choice answers from which he selects in each case the correct response. While types of questions vary from language to language, certain basic patterns are common to all. Sample questions in different languages are offered in the article, and evolutionary trends in format and content are described. RMS

446. A DEVICE FOR TEACHING PRONUNCIATION -- THE READING OF THE LESSON OF THE DAY by Walter MEIDEN, The Ohio State University, Columbus 10, Ohio in The Modern Language Journal, February 1963, Vol. 47, No. 2, pp. 65-69.

The practice of teaching pronunciation in the first four language courses by having the lesson of the day read aloud by individual students rarely results in improving the pronunciation either of the reader or the class, because such material is too unfamiliar, and especially in the beginning course. There, a regular ten-minute daily period should be devoted to the reading aloud of the early lessons of the text until every student can pronounce them perfectly. In later courses, intensive laboratory and class practice on short assigned selections is recommended. Instructors must insist on a truly authentic accent, must correct every error carefully, use visual as well as auditory intonation patterns. Reading by individuals should be the rule, with chorus work being used occasionally to reinforce corrections of type individual errors. WM

447. NOTES ON THE "MODIFIED" LAB LIBRARY SYSTEM by Joseph H. MATLUCK, The University of Texas, Austin, Texas, in The Modern Language Journal, Vol. XLVII, No. 1, January 1963, pp. 20-22.

In this article I present a critical analysis of a proposed plan to provide library-type laboratory facilities for independent study in a small college's language program, but without the initial "high" cost of recording tape. The basic criticisms of the plan are: 1) A 3-language, 2-year sequence would require, initially, not 4,500 tapes (cost: $9,000), as its author* believes, but 500 tapes (cost: $500). 2) Expensive dubbing (copying) equipment is not necessary, since the lab's dual-channel machines can also serve as dubbing "slaves". 3) An intercommunicating console, while extremely useful (cost: $1,000 to $3,000), is not necessary in a true library system. 4) On-demand dubbing directly to the students' private tapes is impractical for scheduling and expensive in machines for programing. 5) Good-quality, durable dual-channel equipment is expensive; magnetic tape is not. 6) A good lab, in a small college, should do double duty as a teaching lab (entire classes at one time) and as a library lab for individual outside work. JHM * Edward J. Newby, MLJ, October 1961. --ed.

448. THE MLA, A LEARNED SOCIETY EQUALLY CONCERNED WITH TEACHING PROBLEMS by George Winchester STONE, Jr.,Executive Secretary. Address at the Annual Meeting of the Philological Association of the Pacific Coast,24 November 1962, Berkeley, California.

In this paper I explain the balance kept since 1958 between MLA scholarly and pedagogical projects. Witness our 20 FL Reports and Surveys (1961). Fourteen statistical: fourteen studies of all aspects of public needs for and best practices in FL teaching. Add our series of FLES Guides, and two huge batteries of proficiency tests and it becomes apparent that a distinguished learned society aided by Federal funds has produced programs, materials, and tests of tremendous pedagogical value. Future educational excellence in a democracy depends on sensible articulation in teaching our subject from grade to graduate school. It will come when best scholarly minds work with best teachers, curriculum builders, textbook writers and administrators. We have been living witnesses to ways in which in this period scholarly and pedagogical programs have mutually supported one another. GWS

449. A SURVEY OF THE EVOLUTION OF FRENCH LINGUISTICS by Raphael LEVY. The University of Texas, Austin 12, Texas, in The Modern Language Journal, January 1963, Vol. XLVII, No. 1, pp. 14-16.

In this article I describe Louis Kukenheim's "Esquisse historique de la linguistique française et de ses rapports avec la linguistique générale" (Leiden, 1962) as destined to supersede all similar manuals as a text-book for graduate students. This vade-mecum probes into the multiple facets of French linguistics and sets them against the contemporary tendencies of general linguistics. It summarizes very well the myriad of quoted sources used by the author. It presents an excellent history of French from its origin via the Middle Ages and the Renaissance up to the present. Kukenheim is circumspect and objective in his treatment of the diverse schools of linguists. RL

450. TAPE RECORDER VERSUS THE TEACHER IN SPANISH CLASS by Leonor A. LAREW and John J. LOTTES, State University College at Geneseo, New York, in The Elementary School Journal, January 1962, Vol. 62, No. 4, pp. 199-202.

In this articlewe report the findings of a five-week experiment conducted at the Laboratory School of the State University College at Geneseo, New York. Two questions posed at the beginning of the experiment were: Can children in the primary grades learn Spanish from tapes? How do the results compare with results obtained by an experienced foreign-language elementary-school teacher? The answer to the first is yes. The answer to the second is that in vocabulary and comprehension, the personal presentation produced results significantly superior to the tape-recorded presentation, though the achievement obtained with the tape-recorder was satisfactory. In articulation, there was no difference in achievement. We concluded that well-prepared tapes are a good substitute in the early stages of teaching Spanish to children in primary grades. LAL

451. SYNTACTIC EQUATIONS by Gordon T. FISH, USAR, Ret., 2410 NE 13th Street, Fort Lauderdale, Florida, in Hispania, December 1962, Vol. XLV, No. 4, pp. 743-744.

In this article I point out the fact that learners, and many who are far from learners, make errors in Spanish through failure to realize that ser is a sign of equality and forms clauses which have the nature of equations, if not mathematical, at least approaching the pattern of a = b, as, for instance in translation of "It was John and Mary I saw." I classify such equations as "normal identifications", and "adverbial identifications", and treat the difficulties involved in use of indefinite quien and the demonstrative adverbs, including such traps for the unwary as aquí es la casa and "this is where." GTF

452. ENGLISH FOR ENGINEERING by Ljerka BARTOLIC, The Faculty of Mechanical Engineering and Naval Architecture, Zagreb, Yugoslavia, in English Language Teaching, October 1962, Vol. XVII, No. 1, pp. 39-42.

In this article I first give reasons for introducing Engineering English into the university programme and then the principles on which the teaching programme has been based. In devising the teaching programme special attention has been paid to two points, i.e., to select such reading material as will include the characteristic language structures and basic terminology of mechanical engineering, and to make extensive use of audio-visual means to develop the speaking capabilities of the students. My ten years experience has shown that by applying these principles, satisfactory results can be achieved. LB

453. PATTERN PRINTING AND EFFICIENCY IN LANGUAGE DRILL by B. D. W. HOCKING, The University of Adelaide, Adelaide, South Australia, in Babel, October 1962, No. 21, pp. 15-18.

In this article I show 2 examples of a drill-method designed to reduce the number of mental choices facing learners of a new language. The method, based on structural analysis, is applicable to drill periods of any course, including one based on formal grammar. I give specimen analyses of French pronoun order and German article/demonstrative + adjective + noun complexes, reducing 24 possible combinations of 2 French pronouns (omitting en & y) to only 3 patterns, and 70 possible combinations in the German word-clusters to 15. Such drills are shown as a highly efficient way of using available time; they produce skills identical in kind with those of a native speaker. BDWH

454. WHAT ABOUT FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS by Merrill V. GOUDIE, Consultant, Secondary Education, Los Angeles County Schools, 808 North Spring Street, Los Angeles 12, California, in Childhood Education, Journal of the Association for Childhood Education, March 1963, Vol. 39, No. 7, pp. 320-323.

In this article I have given some answers to the following questions: (1) How is a foreign language being taught—regular classroom teacher, specialists, television, radio, and closed-circuit television. (2) Why teach a foreign language--understanding of other peoples and cultures, educational enrichment, college requirement and world need. (3) What is the language laboratory--an electronic device which aids greatly in using the audio-lingual method. (4) What is the audio-lingual method--in placing emphasis on listening, speaking, reading and writing it brings a more natural sequence to the learning situation. By beginning a foreign language in the third grade and carrying it forward in a sequential development through high school and into college we can provide almost daily contact with the language, its people, their beliefs and customs and produce students with fluency in the language and a better knowledge of the peoples using it. MVG

455. THE ENGLISH LESSON by Valentine P. ELLIOTT, The University of London, England, in English Language Teaching, October 1962, and January 1963, Vol. XVII, Nos. 1 & 2.

In this article I deal with the problem of teaching English reading to students who are not native speakers of the language. Having outlined the aims of teaching such students to read English, I proceed to suggest ways of introducing (a) alphabetics and (b) non-alphabetics to English reading. I then state the need for teachers to concentrate on speed and understanding, the latter to include imaginative, precise and practical understanding. Subsequently I give examples of how two reading lessons, one fictional and the other factual, should be presented. I conclude by referring to the need for more simplified reading material, to training students to read unsimplified English, and to the need for school libraries. AVPE

456. SOME OBSERVATIONS ON THE USE OF THE PASSIVE VOICE by Ljiljana MIHAILOVIC, The University of Belgrade, in English Language Teaching, January 1963, Vol. XVII, No. 2, pp. 77-81.

In this article an attempt is made to refute the opinion of most well-known grammarians that the use of a passive in preference to an active verbal phrase is a device for giving prominence to the object of an active verb by making it the subject of a passive verbal phrase. In a language where the normal word order is Subject-Predicate the initial position of the subject does not make it prominent. -- The passive construction where the actor is suppressed and the one where it is preserved in the adverbial adjunct (by + actor) require separate consideration. The former construction is determined by the desire to get rid of an actor which adds no significant information to the utterance and the latter is a device for giving prominence to an active subject by shifting it to final position in a passive verbal phrase, where primary stress falls on it and makes it prominent. LM

457. ANOTHER PASSIVE by Marvin H. FOLSOM, Brigham Young University, Provo, Utah, in The German Quarterly, January 1963, Vol. XXXVI, No. 1, pp. 62-66.

In this article I discuss the extent and types of constructions with bekommen, erhalten and kriegen and their relationship to the active and the passive with werden. Active: Die Verwaltung stellt ihr alles zur Verfügung. werden: Alles wird ihr von der Verwaltung zur Verfügung gestellt. bekommen: Sie bekommt alles von der Verwaltung zur Verfügung gestellt. Only verbs which take both an accusative and a dative object occur in such constructions. I recommend that these constructions be included in our discussions of German grammar. MHF

458. CLASS, LABORATORY, AND CREDIT HOURS IN BEGINNING MODERN LANGUAGES by Helen N. MAYO, State University of New York at Albany, New York, in *The Modern Language Journal*, January 1963, Vol. XLVII, No. 1, pp. 23-25.

In this study I have stated the increasing concern among college teachers and students about the inadequacy of time and facilities alloted to the first year of language study. I queried forty institutions in regard to class hours, laboratory facilities, and credit hours. From the data gathered the following are the conclusions: a) Instruction facilities for beginning foreign languages at the college level vary considerably. b) There is a general tendency (90% of cases) toward longer periods of instruction. c) There is no constant ratio between class, laboratory, and credit hours. d) Laboratory facilities are available in 87.5% of the colleges surveyed and their use is mandatory in 72.5%. HNM

459. DISTINCTIVENESS OF "VOICED T" WORDS by Donald J. SHARF, State University of New York, Buffalo, New York, in *American Speech*, May 1960, Vol. 35,2 pp. 105-9.

In this study I try to establish the distinctiveness of *t-d* word pairs such as *bitter-bidder*. A list of 15 *t-d* word pairs was recorded by two speakers and played back to 12 subjects who were asked to indicate the word they thought they heard. On the basis of the results, the following conclusions were made: 1. Listeners are able to distinguish *t-d* word pairs somewhat better than would be expected from guessing.
2. Listeners do considerably better at identifying words such as *biding* in which a low [aɪ] diphthong precedes the 'voiced t'; this was not true for words in which a high [aɪ] diphthong precedes orthographic *t* such as *biting* nor in words such as *clouding-clouting* in which an [aʊ] diphthong precedes the 'voiced t'. DJS

460. TEACHER TRAINING VIA TV. AN EXPERIMENT by Herbert J. GAUERKE, Angelika K. CARDEW, Eastern Michigan University, Ypsilanti, Michigan, in *The Modern Language Journal*, February 1963, Vol. XLVII, No. 2, pp. 69-70.

In this article we give a resumé of an experiment via TV in which student teachers played an active part in preparing and presenting German to pupils in the third grade. During the first semester the student teacher helped to prepare visual aids and assisted in the classroom by echoing with the pupils the words and sentences appearing on the TV screen. In the second semester the student teacher did actual broadcasting and lesson preparation. This kind of experience is a real challenge to the student teacher. He responds with enthusiasm to the new teaching media and to the more exacting demands of lesson presentation. HJG

461. TRADUCTION AUTOMATIQUE ET ENSEIGNEMENT DES LANGUES ETRANGERES by Paul CHAVY, Dalhousie University, Halifax, N.S., Canada, in *The French Review*, Vol. XXXVI, No. 4, February 1963, pp. 383-387.

In this article, I point out the benefits that foreign language teaching might reap from present and foreseeable research in Machine Translation. The necessity of working with computers leads searchers to devise grammar rules that are based on linguistic facts, strictly controlled and graded as to complexity. Besides, systematic comparisons between two natural languages should result in accurately mapping their divergent features, thus demarcating what constitutes an "operative field" for foreign language instructors. PC

462. A THEORY OF VISUAL AIDS IN LANGUAGE TEACHING by S. Pit CORDER, The University of Leeds, Leeds, England, in *English Language Teaching*, January 1963, Vol. XVII, No. 2, pp. 82-87.

In this article I suggest that the function of visual aids in language teaching is fundamentally different from that in other school subjects. We must not class visual aids automatically with audio aids. Anything that can be seen in the classroom is a potential visual aid: pupils, teacher, things, realia. There are two ways of giving meaning to the noises we teach: by translation, which we reject as inefficient and by showing the relationship between noises and context of situation (largely visual). Traditionally visual aids have been classified according to the medium employed - film, wall chart, film strip, TV. More appropriate is their classification by function in teaching: things for talking *about* and things for talking *with.* SPC

463. SPELLING RULES by Wolfgang Adolf FRIEDERICH, Sprachen- und Dolmetscher-Institut München, Munich, Western Germany, in *English Language Teaching*, October 1962, Vol. XVII, No. 1, pp. 20-26.

In this article I prove that even in the English language we find many reliable spelling rules. I give full description (with US variants) of the treatment of mute e, of y, of -c- before e, i, y, of the doubling of consonants, of -l- in word-formation, of the prefixes de-, di-, dis-, des-, of the prefixes em-, en-, im-, in-, of the prefixes for-, fore-, of the suffixes -able, -ible as well as -ant (-ance, -ancy), -ent (-ence, -ency), of the suffixes -er, -or as well as -our, -or and -ction, -xion, -ise, -ize. One example: After a short vowel + [s], [ns], [z] the spelling is -ible: accessible, irascible, comprehensible, visible and many others. Exception: (in)dispensable. WAF

464. NEW RECIPES FOR THE SECOND YEAR LANGUAGE COURSE by Gifford P. ORWEN, State University College, Geneseo, New York, in *The Modern Language Journal*, January 1963, Vol. XLVII, No. 1, pp. 25-28.

In this article I stress the strategic role of the second-year as the terminal point in language study for many, and as the important recruiting ground for other departmental offerings. Yet, as a required review course it often caters to indifferent students and is indifferently taught. Let us then enlist our best teachers for this critical year; practice homogeneous grouping by ability and interest wherever possible; re-explore the arsenal of pedagogical resources for stimulating texts, tapes, realia, etc., and give the course a completely "new look" and the serious preparation it deserves. GPO

465. TEACHING COMPOSITION IN SECONDARY SCHOOL by Hugh D. CAMPBELL, Roxbury Latin School, West Roxbury 32, Massachusetts, in *French Review*, February 1963, pp. 388-392.

In this article I indicate several methods of teaching written compositon through careful, oral preparation. If various pattern practices and drills are used to prepare material, guided compositions can be written with a minimum of mistakes. Such compositions are a necessary intermediary step between grammatically oriented exercises and the critical essay of an advanced student. HDC

466. THE FAMILIES OF WORDS by Mario PEI, Columbia University, New York 27, New York, published by Harper & Row, 49 East 33rd Street, New York 33, New York, 288 pp.

After an initial description of the Indo-European family of languages and its ramifications, this book presents the table of phonological correspondences among the various major IE branches, then the rules governing the evolution of IE sounds in Anglo-Saxon and modern English, and in the various languages from which English has borrowed (Latin, Greek, Romance, other Germanic languages, occasionally Celtic, Indo-Iranian, Slavic). Families of English words that go back to a single IE root are then grouped together, with their evolution and relationships outlined in genealogical tables. A comprehensive word-index permits the reader to trace the evolution and affiliations of each English word. A topical index and a bibliography complete the work. Designed to be of use to students of English and historical linguistics. MP

467. TWENTIETH CENTURY CHINESE POETRY by Kai-yu HSU, San Francisco State College, San Francisco 27, California, published by Doubleday Company, New York, 1963.

In this book I translated over 400 poems written by forty-four major and a few less known modern Chinese poets. The book is designed to help advanced students of Chinese; a companion volume of the original poems in Chinese is planned which will include annotations. For the general reader interested in modern Chinese literature, I included a lengthy introduction analyzing the development of Chinese poetry, and headnotes at the beginning of each poet's work to present a biographical sketch of, and a critical commentary on, the poet. KYH

468. THE ROLE OF THE NDEA by Donald D. WALSH, Director of the Foreign Language Program, Modern Language Association, 4 Washington Place, New York 3, New York in Saturday Review, 16 February 1963, pp. 73-74.

In this article I summarize the impact of the NDEA on the teaching of MFLs with special attention to Title VI, devoted exclusively to support of instruction in MFLs. Under this language development title, in the first three years of the NDEA nearly 8 1/2 million dollars was contracted for 161 projects in research and studies in MFLs. In this same period over 11,000 teachers of MFLs received intensive training in NDEA Language Institutes. In the summer of 1963 and in the academic year 1963-64 about 3660 language teachers will receive this training. DDW

469. FRENCH BY AUDIO-VISUAL METHODS IN A SECONDARY MODERN SCHOOL by John DARLINGTON, Ashton-on-Ribble County Secondary School, Preston, Lancashire, England, in Modern Languages (U.K.), December 1962, Vol. XLIII, No. 4, pp. 151-155.

In this article I indicate the way in which Secondary Modern school children have been introduced to the learning of French by the stimulating technique of audio-visual aids. I have attempted to illustrate the fundamental linguistic principles involved and to show the value of modern devices. My conclusions are that this realistic oral approach is such as to appeal to children of a wide range of ability and that the tape recorder and filmstrip projector are indispensable aids which an enthusiastic teacher will use to his advantage. JD

470. A LANGUAGE TEACHING TOOL: THE OVERHEAD PROJECTOR by Karl S. POND, University of Miama, Coral Gables 46, Florida, in The Modern Language Journal, January 1963, Vol. XLVII, No. 1, pp. 30-33.

In this article I point out the superiority of the overhead projector for transparencies over other visual aid devices from several points of view: 1—no special classroom rearrangements are necessary; 2--it is silent; 3—it is extremely reliable; 4--cost is approximately the same as blackboards. Perhaps the most significant factor is that any one can prepare materials easily and at low cost. This tool replaces the blackboard and can save a very significant amount of classroom time usually wasted through the use of the traditional blackboard. KSP

471. ON THE SO-CALLED SUBJUNCTIVE by Reinard W. ZANDVOORT, University of Groningen, Holland, in English Language Teaching, Vol. XVII, 1963, No. 2, pp. 73-77.

In this article I point out that the s-less form of the 3rd person singular present tense is frequently used (especially in past-time contexts) in British (and even more in American) English after verbs expressing will or wish: 'a demand that he praise licence and display', 'your suggestion that she come over to Holland', 'The men . . . had suggested that she wait'. As the term 'subjunctive' is too heavily burdened with traditional associations, Kruisinga's term 'optative' is preferred, though his assertion that it is exclusively used in the higher literary style is denied. The structural definition of the verb, formulated so as to include the s-less optative, runs: 'A verb is a word that takes an s-suffix when serving as a non-past, non-optative predicate to a subject in the third person singular.' RWZ

472. A FORMULA FOR THE ENGLISH VERB AUXILIARIES by Richard S. PITTMAN, Summer Institute of Linguistics, University of North Dakota, Grand Forks, North Dakota, in Language Learning, Vol. XII, 1963, No. 1, pp. 79-80.

In this article I suggest, for the auxiliaries given in the article, the formula: WILL -ed not have. . .-en be. . .-ing be. . .-en verb-base Four word positions before the verb are indicated: passive be in first, progressive be in second, have in third, a member of the class represented by WILL in fourth. -ed is suffixed to the auxiliary farthest from the verb. not follows the farthest auxiliary. Each discontinuous suffix (-en, -ing, and -en) is attached to the word immediately following its co-occurring auxiliary. There are no restrictions on co-occurrence of the free forms except that do must be introduced preceding not if no other auxiliary is present. RSP

473. THE EFFECT OF DELAYED SIDETONE UPON THE READING RATE OF WHISPERED SPEECH by Martin SCHWARTZ, Adelphi College, Garden City, Long Island, New York, in Speech Monographs, November 1961, Vol. 38,4, pp. 293-295.

In this article I test the hypothesis that the amount of electro-mechanically introduced delay of a speaker's airborne sidetone has no effect upon his rate of reading during the whispered reading of short phrases. Ten male students read lists of five-syllable phrases under eleven conditions of delay: 0, .03, .06, .09, .12, .15, .18, .21, .24, .27, and .30 second. The subjects' speech signals were tape recorded and later analyzed for duration. The results indicated that within the delay range 0-.21 second, subjects required progressively more time to whisper the phrases as the amount of delay was increased. MS

474. THE TEACHING OF ITALIAN: THE 1962 BALANCE SHEET by Herbert H. GOLDEN, Boston University, Boston, Massachusetts, in Italica, December 1962, pp. 276-288.

In this article I welcome the benefits which have accrued to FLs since NDEA, but assert that they are premature for Italian. My statistics show that at all levels enrollments are deplorable and have not kept up proportionately with other FLs, that even where needs exist, teachers cannot be provided, since in majors and degrees Italian ranks so poorly that it is no longer a commonly taught FL and should be put on the "critical list." Also, I cite concrete evidences of disheartening teacher apathy. I attribute this situation to administrative caprice, prejudiced counseling, lack of communication, and the persistent immigrant status of Italian, and suggest as positive needs: redirection of funds to study the problem,a propaganda office for Italian, incentives for study tapping ethnic background, an Information and Placement Bureau, and a drive against teacher apathy. HHG

475. CHINESE CHARACTER INDEXES by Ching-yi DOUGHERTY, Sydney M. LAMB, Samuel E. MARTIN, The University of California, Berkeley, California, University of California Press, Berkeley and Los Angeles, 1963, 5 volumes.

This set of Indexes contains 11,969 Chinese characters which are arranged according to Telegraphic Code, Romanization, Radical Numbers, Four Corner System and Total Stroke Count in 5 volumes. It includes all the characters in the Telegraphic Code, the officially adopted abbreviations, new scientific terms, and the common variant shapes and readings. The National System of romanization is used in this Index, but a Table of Concordance to four other systems, the Communist, the Wade and the Yale romanization and Oshanin Cyrillization is given. One to three most important meanings are listed for each character. The variant shapes of the same morpheme are related by cross references. Direct references to Mathews' and Oshanin's Dictionaries are provided. CYD

476. ON TEACHING AND UN-TEACHING by H. V. GEORGE, Central Institute of English, Hyderabad, India, in English Language Teaching XVII (1) October 1962, pp. 16-20.

In this article I assume that pupils' mistakes are explicable, and must be as much a consequence of teaching as the correct forms are. I state that each lesson consists of varying proportions of the following: imprinting correct English; imprinting nothing; imprinting incorrect English; and cancelling previous imprinting of incorrect English; and cancelling previous imprinting of correct English. I call cancellation of previous imprinting of correct English "un-teaching" and exemplify the process in classroom work and in course books. HVG

477. PITCH CHANGE AND COMPREHENSION by C. DIEHL, R. WHITE, P. SATZ, University of Kentucky, in Speech Monographs, March 1961, 38,1, pp. 65-68.

In this study we compared the comprehension scores of matched groups on information delivered with (1) effective use of interval and inflection and (2) with all interval and inflection eliminated. No significant differences were found. Ratings of the delivery were between "very good" and "good" for the group hearing the lecture with normal use of interval and inflection, and close to "poor" for the group hearing the lecture with all interval and inflection eliminated. CFD

478. BY 1974: COMO SE VA EN MCS? in Marine Corps Gazette, March 1963, p. 3.

"Marine Corps Schools' French-Spanish teaching program is biggest in world for teaching a group at one place and time (2,130 officers a year, peak 1,600). What's the point? Point is aim to have by FY 1974 all career officers of all services able to handle "with confidence" a second language - French, Spanish or German. Training specialists in Russian, Korean, Chinese, etc. is another story. Newly formed Defense Language Institute (DLI) has been told by DoD to honcho all-service program, get budget dope in soon to start in FY 1964. DLI has asked MarCorps (and other services) to come up with requirements and a program considering: Use of existing service schools vs. off-duty training; Making actdu language training mandatory during of after FY 1964; Requirement for periodic brush up courses and re-testing; Finding system to "safeguard" careers of officers with low language aptitude. Biggest problem so far has been shaking out instructors. Courses use instructors from Pvt. to Maj. including several WM officers. All have "native" or nearly-so proficiency, many have lived abroad. Want to get a jump on the agent ahead of you on the lineal list? You can try: tuition-assisted off duty study, local classes, or self study. (MCEC texts available-inside back cover.) Program is voluntary (outside of MCS)."

479. THE ARMY'S LANGUAGE SCHOOL by Alfred FRIENDLY, Jr., Newsweek, Weekly Publications, Inc., 444 Madison Avenue, New York 22, New York, in Saturday Review, February 16, 1963, pp. 72-73.

In this article I report on the intensive language training program offered in 28 languages at the U.S. Army Language School, Monterey, California. A recent graduate of the ALS Russian course, I noted the speed and success of the Army method in creating military linguists, but added that the Pentagon could well spend more money than it does on teachers' salaries, modern classrooms, up-to-date textbooks, and decent living quarters. Further, the school suffers from its very militariness, setting soldierly performance and routine higher than academic endeavors. An excellent institution, the ALS still have serious problems. AF

480. HELPS SPEAKING PRACTICE by Elaine M. HARDIE, Concord-Carlisle High School, Concord, Massachusetts in The Christian Science Monitor, December 29, 1962, p. 11.

In this article which is one of two appearing under the general title "What About Language Laboratories, Are They a Help or a Hindrance", I indicate that the lab is neither a method nor an end in itself. Instead, it has proved to be an invaluable aid in the aural-oral stage of learning when the drill work is based upon sound scientific, linguistic and pedagogical principles. However, this is only one phase in the complete program. There must be follow-through in the classroom. There is no excuse for idle labs today with the many workshops and summer NDEA Institutes to help the willing and interested teacher. The lab can be as effective in the total program as the teacher, the material programmed through it and the student wish to make it. EMH

481. FOREIGN LANGUAGES by Esther M. EATON, U. S. Office of Education, Washington 25, D.C., in The Public School Adult Educator, March 1960, Vol. 3, No. 4, pp. 59-60.

In this article I dealt with methods and procedures I had found useful in teaching foreign languages to adults. EME

482. THE FUTURE OF FOREIGN LANGUAGES IN AUSTRALIAN SCHOOLS AND UNIVERSITIES by R. F. JACKSON and R. H. SAMUEL in Babel, Journal of the Australian Federation of Modern Language Teachers' Association, No. 20, July 1962, pp. 3-5.

In this article we state the case for considering foreign languages and literatures to be key-disciplines for Australian education and advocate an approach similar in scope and vision to the American Language Development Programme. Criticism is levelled at local approaches such as that of the "Wyndham Report", implementation of which in N.S.W. threatens to reduce foreign language teaching in schools. The claim is pressed for language laboratories, more numerous native speakers, and regular teacher and student exchanges between Australia and foreign countries. Schools and universities are closely linked in these and other proposals in a report which concludes by pleading for a greater diversity of foreign languages and recommending the formation of a national committee to draw up a language development plan. RFJ & RHS

483. THE PRONOUNS OF POWER AND SOLIDARITY by Roger BROWN, Harvard University and Albert GILMAN, Boston University, Boston, Massachusetts, in Style in Language, ed. Thomas A. Sebeok, John Wiley and Sons, New York, 1960, pp. 253-276.

Most Indo-European languages have at least two singular pronouns of address. These pronouns code two dimensions of social relationship: the relative power of two persons and the degree of solidarity existing between them. Historically the earliest semantic rule seems to have been the non-reciprocal power rule; the reciprocal solidarity rule was later combined with the power rule and in recent times the solidarity rule has largely displaced the power rule. In recent times, too, the range of usage for the more intimate pronoun has expanded. Among speakers of modern French individual variations of usage are highly correlated with political ideology. In literature, especially the plays of Racine, Shakespeare and Jonson usage of the pronouns has been varied to achieve subtle or expressive effects. AG

484. STRUCTURAL PATTERNS AND PROPORTIONS IN VERGIL'S AENEID by George E. DUCKWORTH, Princeton University, Princeton, New Jersey, published by The University of Michigan Press, Ann Arbor, Michigan, 1962.

In this book I analyse the architecture of the Aeneid (alternating rhythm, division into corresponding halves, the poem as a trilogy) and point out the tripartite divisions and subdivisions in each book. The Golden Mean ratio, famous in mathematics, art, and architecture, appears in an exact or approximate form everywhere in the Aeneid--in main divisions and subdivisions and in short speeches and narrative episodes. This mathematical symmetry is important for textual problems (half-lines, interpolations, suggested transpositions, etc.) and confirms the readings of the best manuscripts. Similar Golden Mean ratios are found in Vergil's other works, also in Lucretius, Catullus, and Horace. GED

485. A PSYCHOLOGICAL PREFACE TO THE TEACHING OF MODERN LANGUAGES by Renzo TITONE, Pontifical Salesian University, Via Marsala 42, Rome, Italy, in Orientamenti Pedagogici, March-April 1960, Vol. VII, No. 2, pp. 266-282.

In this article I have shown the psychological foundation of an efficient language teaching method. Hence I have dealt with the following aspects: 1. psychological problems of modern language teaching; 2. the learning process in general; 3. factors of the language learning process in general and with regard to teen-agers (intelligence, special abilities, language aptitude, and motivation); 4. a few applications to teaching methodology. RT

MLabstracts

486. LANGUAGE LABORATORIES FOR THE LAYMAN by Philip D. SMITH, Jr., Foreign Language Consultant, State of Nevada, Department of Education, Reno, Nevada, 1961, 31 pp.

In this booklet the role, functions, and desirability of the language laboratory are set forth in vocabulary and sequence designed for the educator, foreign language teacher, or interested layman not yet familiar with laboratories. This "primer" attempts to answer, in brief and simple terms, the "What?, Why?, When?, Where?, How?, and How Much?" questions often asked by the person outside of the foreign language field or the modern language educator who is just beginning to investigate new media. PDS

487. TEACHING FORMAL GRAMMAR by J. Donald BOWEN, Philippine Center for Language Study, Pasay City, Philippines in *The MST English Quarterly*, October 1962, Vol. XII, No. 3, pp. 12-20, 39.

In this article I justify the study of grammar (after oral mastery of a language has been achieved) to satisfy the legitimate educational aim of understanding how systems of human communication work. A sample English lesson for Grade V Filipino children is given to illustrate how accuracy can be achieved without jeopardizing the ability of the pupils to understand or risking the willingness of the teachers to accept the concepts and terminology. The lesson presents the concept *utterance*, a cover term for *sentences*, which have a subject and predicate, and *expressions*, which don't. JDB

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488. THE RELATION OF LANGUAGE TO LITERATURE IN THE ADVANCED PLACEMENT PROGRAM by Robert J. NELSON, University of Pennsylvania, Philadelphia 4, Pa., in The French Review, May 1963, Vol. XXXVI, No. 6, pp. 617-628.

In this article I maintain that the Advanced Placement Program in French emphasizes the wrong goals given the realities of language learning and the sociology of the profession. Where the high school student - gifted or otherwise - should reasonably be expected first of all to master the foreign language and then to apply it intellectually in advanced courses in college, the Advanced Placement Program stresses intellectual or cultural application, neglecting in particular the skill of speaking. The result is the acquisition of an imperfect tool ("Frenglish") in which the laudable intellectual goals of the Program cannot be realized. This leadership Program thus has a serious negative influence. RJN

489. AURAL PLACEMENT BY TELEVISION by Henry MENDELOFF, The University of Maryland, College Park, Maryland, in The Modern Language Journal, March 1963, Vol. XLVII, No. 3, pp. 110-113.

In view of its commitment to an audio-lingually oriented program, the Department of Foreign Languages of the University of Maryland has revised its placement procedures to include a televised aural proficiency examination. The examination, which had been devised by the writer for adaptation to French, German, and Spanish, was recorded on video tape and administered via closed-circuit television. The success of the experiment demonstrates the feasibility of aural placement by television. The scores achieved by entering students indicate the invalidity of the traditional placement ratio of "one high school year equals one college semester." HM

490. FOREIGN LANGUAGES AT THE UNIVERSITY OF CALIFORNIA, in California Notes A Monthly Newsletter to Schools and Colleges from the University of California, April 1963, Vol. 8, No. 7, pp. 25-27. Published by the Office of University Relations, Berkeley 4, California.

This report describes language placement examinations at the campuses at Berkeley, Davis, Los Angeles, Riverside and Santa Barbara. On all campuses of the University, the first two years of foreign language in high school are considered to be equivalent to one semester in college, and each additional year in high school is equated to one additional semester. Sample tests used are as follows: Berkeley - FRENCH. The examination is designed by the department to test reading comprehension, range of vocabulary, and control of basic grammatical structures, on the one hand, and listening comprehension and a dictation on the other. Some parts are multiple-choice questions and answers; other parts are fill-ins. GERMAN. The examination is in six parts, testing oral comprehension, translation from English to German, translation from German to English, and general reading comprehension. The test covers all levels of German from the first semester through the third. SPANISH. The test is made up by the department to test a student's active knowledge of Spanish. Although an ideal active knowledge includes (in order of usefulness) reading comprehension, ability to write, facility in understanding the spoken language, and fluency in speaking, the test is designed to measure the first two. . . . These examinations do not include tests of aural skills, but one is being devised. A student who has acquired a proficiency in aural-oral skills should, however, be able to perform well in the active-knowledge test. Los Angeles - FRENCH. The test used is in three steps, measuring audio-lingual skills (i.e., reading, writing, speaking, and understanding): Step I uses the ETS Test in French Advanced Form R; Step II requires a brief essay in French; in Step III the student is examined by an interviewer in French to determine his oral skills. GERMAN. The department uses an ad hoc test, or the German Reading Test CPL 1, measuring reading and grammar-translation, supplemented by an oral interview. SPANISH. The test used is the ETS Cooperative Spanish Test, measuring primarily grammar-translation skills.

491. THE MLAS COOPERATIVE CLASSROOM TESTING PROGRAM, in The Modern Language Journal, May 1963, Vol. XLVII, No. 5, p. 212.

The Modern Language Association and the Educational Testing Service in Princeton, N. J. (Miriam M. Bryan, ETS Program Director), are currently collaborating in the design and preparation of a new series of tests of competence in five languages - French, German, Italian, Russian, and Spanish - for use in grades 7 through 14. The tests will measure four separate skills - listening, speaking, reading, and writing - at two levels, lower and higher. The lower-level tests will be suitable for use with students who have completed one or two years of language study at the secondary school level, or the equivalent in semesters of study at the college level. The higher-level tests are intended for use with secondary school students with three or four years of language study, and with third and fourth semester college language students. There will be two forms of each test in each language, making a total of 80 tests. The tests will reflect recent developments in the approach to modern foreign language teaching.

492. A FEW LINGUISTIC HINTS FOR THE LANGUAGE TEACHER! by Emy M. PASCASIO, Ateneo Language Center, Manila, Philippines, in The MST Quarterly, October 1962, Vol. XII, No. 3, pp. 1-11.

In this article I have illustrated the methodology used for a contrastive analysis of two languages. For the prediction of the points of facilitation, and interference that will arise, the two language structures are compared pattern by pattern. Their similarities and differences are assumed to be a function of three linguistic factors: form, meaning, and distribution. Then categories are set up for the classification of the compared patterns. The predicted problems are classified into two types - reception and production; and there are assigned levels of ease and difficulty for the problems. EMP

The next thirteen abstracts are from International Journal of American Linguistics, April 1963, Vol. 29, No. 2, Part III, Special Issue "Structural Drill and the Language Laboratory," Edited by Francis W. Gravit and Albert Valdman. Order from: Director of Publications of the Research Center in Anthropology, Folklore, and Linguistics, Rayl House, Indiana University, Bloomington, Indiana. $4.00

493. BREAKING THE LOCKSTEP by Albert VALDMAN, Indiana University, Bloomington, Indiana, pp. 147-159.

In this article I describe the type of pedagogical material used in conjunction with a partially self-instructional French basic course presently being tried out at Indiana University. This material--which has been revised and modified extensively can be characterized as pre-programmed materials in that the structures taught have been reduced to very small steps and, wherever possible, correct responses are confirmed immediately. I also present tentative comparisons in pronunciation accuracy between the experimental group and a group of French majors; these show that, although phonology drill was relegated to the auto-didactic component, the experimental group as a whole performed as well as the advanced students. AV

494. QUALITY IN TAPE RECORDING AND VOICING by Pierre DELATTRE, University of Colorado, Boulder, Colo., pp. 55-59.

Language teachers must learn to discriminate between good and bad tapes. The listening and recording quality of their language laboratory may be good; the pattern drills of their learning sequences may be well composed; if the tape is not well recorded acoustically and phonetically teaching conditions are still poor. This paper is in two parts. In the first part it indicates what sound frequencies must be present in the tape for certain fricative consonants to be well identified. It describes simple acoustic experiments which should aid an amateur in recognizing the quality of sh, s, th, and f frictions. In the second part it presents seven precepts to be observed by a voicer when he records language material; the last two are: the voicer must either be a phonetician or be trained by one; otherwise he cannot be consistent in treating the unstable e, the liaisons, the phrasing, etc., as in realistic speech. In addition, like a professional actor, the voicer must be trained to mentally hear the rhythm and the intonation far enough ahead of himself to read words as he would speak them in a real life situation. PD

495. STRUCTURAL DRILL, CURRENT SPANISH TEXTBOOKS, AND THE LANGUAGE LABORATORY by Norman P. SACKS, University of Wisconsin, Madison 6, Wisconsin, pp. 103-112.

In this paper I attempt to outline basic features of a New Key text, and point out areas in which a text designed to teach 'conversational' Spanish may fail to meet the standards that may be expected of a text in the New Key. Shortcomings may be found in the phonological treatment; the dialogs; the pattern drills; the grammatical or structural generalizations; the cultural content. The part played by memorization, grammar, and translation in a New Key text is discussed. Many kinds of pattern drills, utilizing mainly the techniques of substitution and transformation, are treated, with the MLA project Modern Spanish serving as an example. Reference is made to some high school texts and the relationship of structural drill to the language laboratory. Essentially, a New Key text may be identified by (1) the high degree to which it reflects the applications of structural linguistics, especially as to the nature of language and the necessity for making a systematic comparison of native and target languages in their linguistic and cultural features; (2) the extensive use of pattern or structural drills. NPS

Continuing articles from International Journal of American Linguistics, April 1963, Vol. 29, No. 2, Part III, Special Issue "Structural Drill and the Language Laboratory." (see page 3).

496. SPECIFICATIONS FOR AUDITORY DISCRIMINATION LEARNING IN THE LANGUAGE LABORATORY by Harlan L. LANE, The University of Michigan, Behavior Analysis Laboratory, 1315 Hill Street, Ann Arbor, Michigan, pp. 61-69.

In this article I describe a tripartite division of labor in language: the linguist provides the structural specifications, the properties of the final product; the psychologist provides the functional specifications, the sequence of conditions under which the desired terminal behaviors are brought about; the language teacher implements these specifications and modifies them as the performance of the student and the constraints of the setting require. I discuss structural and functional specifications for phonetic discrimination learning in the light of recent findings in learning and psycho-acoustics. HLL

497. PREDICTING ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING by Paul PIMSLEUR, The Ohio State University, 164 West 17th Avenue, Columbus 10, Ohio. pp. 129-136.

In this article I describe a test battery for predicting FL achievement and diagnosing FL learning difficulties. Sample items are given from 4 tests: Linguistic Analysis, Interest, Sound-Symbol, and Chinese Pitch. Correlations (multiple R) are reported, ranging from .31 to .86 (average .55) with various criteria of French and Spanish achievement in high school and college. Highest correlations were obtained when predicting Cooperative Test scores (.55, .65, .86). The main factors in student success were found to be verbal reasoning (IQ) and motivation. It is concluded that (1) in most FL classes, the students' audio-lingual abilities are not fully engaged. (2) Specialized aptitude tests should be used in combination with, or instead of such conventional measures as IQ for choosing, sectioning, and placing FL students. (3) The use of specialized tests for these purposes is particularly necessary in audio-lingual courses, to permit identification of students with high audio-lingual potential but otherwise undistinguished academic records. PP

498. STRUCTURAL DRILL AS THE BASIS OF INSTRUCTION IN RUSSIAN by Assya HUMESKY, The University of Michigan, Ann Arbor, Michigan, pp. 113-117.

Summing up the various opinions expressed by the teachers of Russian who participated in this survey I can say that all were unanimous in acknowledging the need for laboratory materials. Many expressed a desire to have patterned drills recorded and several felt that such drills should be accompanied by a new kind of textbook especially oriented for use in conjunction with laboratory work. Two years ago a special Slavic Conference convened at Ann Arbor for the purpose of establishing the exact needs and specifications for such a new book. As a result there came into being an NDEA Russian Textbook Project. Our aim is to prepare materials for two years of college instruction. These materials include a teacher's manual, a student's workbook, tapes and records. Pattern drills constitute the core of the course, immediately following each grammatical point, which is briefly explained, All of the drills will be tape recorded and some of them will also appear on the student discs. In addition there will be special classroom drills which will be included in the teacher's manual. AH

Continuing articles from International Journal of American Linguistics, April 1963, Vol. 29, No. 2, Part III, Special Issue "Structural Drill and the Language Laboratory." (see page 3).

499. TECHNIQUES USED IN THE CONSTRUCTION OF A COMPLETELY SELF-INSTRUCTIONAL, ONE-SEMESTER, MODERN COLLEGE COURSE IN RUSSIAN by Irving SALTZMAN, Indiana University, Bloomington, Indiana. pp. 167-176.

In this article I suggest that there is a fundamental inconsistency in the position of most of the advocates of teaching machines and programmed instruction, viz., they claim that teaching machines can teach virtually everyone, everything faster and better than live teachers, yet they insist the teachers cannot be replaced by machines. I indicated that the goal of our NDEA Title VII project is to construct and evaluate a completely self-instructional first semester course in Russian with which to teach high school and college students to read, write, speak and understand spoken Russian. The course consists of programmed texts and tapes and takes about 225 hours to complete. I described the method and rationale of our programming procedures. I pointed out that our course is neither purely traditional nor new-key but that we have attempted to combine these two approaches and derive the benefits of both. I expressed disagreement with Nelson Brooks' opinion with regard to teaching grammar and using translation. I emphasized that there are no data available at the present time to support either his position or mine. I stated that in my opinion our program will greatly facilitate the conduct of research in language learning and teaching. IS

500. STRUCTURAL DRILLS IN THE LABORATORY by Earl W. STEVICK, Foreign Service Institute, Department of State, Washington 25, D.C., pp. 37-44.

Current thinking in language pedagogy has emphasized the careful construction of drills, their arrangement in a finely graded sequence, very frequent student responses, and immediate confirmation or correction of each response. Accepting these principles, this article outlines one way in which one institution has attempted to reconcile them with severe limitations on available resources for typing, recording and duplicating. The approach suggested is through construction of a single set of printed materials to serve as (1) a recording script, (2) a detailed guide for the tutor in class, (3) the students' textbook and key to the tape recordings, and (4) a vehicle for independent practice. Each exercise may be used in a number of different ways. Three examples are given from African language courses. EWS

501. PATTERN DRILLS FOR HIGH SCHOOL USE by Clemens L. HALLMAN, Indiana State Department of Public Instruction, 227 State House, Indianapolis, Indiana, pp. 179-185.

In this article, basic reasoning concerning the value and importance of structural drills is presented. It is written in layman's language and should be of help to the secondary school teacher who does not comprehend the linguistic jargon. Language teachers can do a much more efficient job of teaching if they avail themselves of some of the findings of linguistic science. Specifically, teachers should drill on constructions which differ between the native and the target language. Otherwise, much time may be wasted drilling on insignificant differences. It is of utmost importance that the student learn a complete utterance in the foreign language."Pattern practice is a means to an end. The end being the ability to use the language freely." By learning constructions as a unit students will avoid fractured speech and thus "pave the way to fluent conversation." CLH

502. DEVELOPING THE RECORDED MATERIALS LIBRARY by Norman L. MIKESELL, Indiana University, Bloomington, Indiana, pp. 195-204.

In this article I define the scope of the recorded materials library and assert the importance of the tape in an audio lingual teaching situation. I then list the major sources from which instructional tapes may be obtained, and finally, mention some of the controls and techniques for administration of a growing library of recordings. NLM

Continuing articles from International Journal of American Linguistics, April 1962, Vol. 29, No. 2, Part III, Special Issue "Structural Drill and the Language Laboratory." (see page 3).

503. WHAT IS STRUCTURAL DRILL? by William G. MOULTON, Princeton University, Princeton, New Jersey, pp. 3-15.

In this article I discuss the structures which various linguistic theories find in language, and the types of drills to which these theories lead: phonemic structure (drill the contrasts), allophonic structure (drill the contrasts), semantic structure (drill to form habits), morphophonemic structure (drill the alternations), syntactic structure (tagmemic theory gives substitution drills, immediate constituent theory gives expansion drills, transformation theory gives transformation drills). WGM

504. TEXTBOOKS IN GERMAN AND THE LANGUAGE LABORATORY by William F. ROERTGEN, University of California, Los Angeles 24, California, pp. 91-101.

In this article I discuss thirty current (January 1962) textbooks for beginning German classes. Only one third of these, with two exceptions, recent publications, stress oral work which was strongly favored by the AATG membership in a poll in 1953. I show why the adaptation of the traditional textbook for use with the language laboratory is hardly feasible. There follows an analysis of the most common features of traditional texts, why they are unsuitable for use with the language laboratory, and how they must be changed to become useful. The article concludes with suggestions for the improvement of second and third year readers so as to make them practical for study with laboratory equipment. WFR

505. CORRELATING THE LANGUAGE LABORATORY WITH THE TEXTBOOK: SOME BASIC CONSIDERATIONS by Theodore H. MUELLER, University of Florida, Gainesville, Florida, pp. 83-89.

In this article I emphasize the need to integrate the language laboratory with the textbook. Both the book and the language laboratory are tools in the learning process. Both must supplement each other and use the same approach to the same ends. Both should provide the necessary pattern drills by which the new language behavior is shaped. The traditional textbook fails to implement today's objectives and differs in its basic concept of language learning. The teacher therefore faces the problem of how to integrate the traditional textbook with the language laboratory. I advise against recording the exercises of the book. I suggest one of two solutions: 1. the purchase of audio-lingual materials as a supplement to the state adopted textbook, relegating the old book to a reader. 2. the use of my tape series La Structure de la Langue Française prepared under the auspices of the U.S. Office of Education. These tapes can be used with any textbook since the vocabulary of the pattern drills is limited to the 300 most common words. THM

506. HOW TO HIRE A LANGUAGE TEACHER by Thomas A. WILLIAMS, Jr., High Point College, High Point, North Carolina, in N. C. Education, September 1962, pp. 27, 67.

In this article I attempt to give the administrator who has no knowledge of a foreign language himself some guidelines for evaluating prospective language teachers. I suggest that in the ML field the transcript seldom tells the story. The administrator must bank on (1) personal knowledge of the kind of training given at the college where the teacher studied (2) written recommendations from language teachers rather than professors of education (and beware of luke-warm ones). He must understand that a language minor is insufficient preparation for teaching. He must realize that a period of serious and formal study abroad is a teacher's best claim to competence and fluency. In short, he must do everything he can to check for discrepancies between paper qualifications and real ability. This article tells him how. TAW

507. WHAT HAVE WE LEARNED ABOUT FLES? by Earle S. RANDALL, Purdue University, Lafayette, Indiana, in Audiovisual Instruction, November 1962, Vol. VII, No. 9, pp. 627-629.

This article is concerned mainly with the classroom teacher, who is often called upon to conduct follow-up activities in connection with a televised or filmed FLES program. TV lessons are improving steadily, but the advance in attaining good follow-up is much slower. More well-planned teachers' guides and recordings are needed. Research on three major projects indicates that televised FLES teaching can be successful, that follow-up is essential, and that classroom teachers can, with audiovisual aids and training, conduct this follow-up effectively. ESR

508. AUDIO-VISUAL FRENCH - FURTHER EXPERIENCE by S. R. INGRAM and J. C. MACE, East Ham Grammar School for Boys, London E.6, in Modern Languages, March 1963, Vol. XLIV, No. 1, pp. 23-30.

In this article we review work since 1958. 3 out of 5 lessons in A-V room. Choral imitation valuable. Teacher is key. Class morale important. Judicious use of printed text recommended. Oral composition, written dictation main exercises. After 18 months introduce normal course book. Analysis of structure patterns sound after oral mastery. Pupils' greater confidence in expression and reading. Enthusiasm for subject easier to keep alive. Still carelessness, lack of concentration, reluctance to check written work. 20 per cent improvement in oral work. Examinations given orally, response written. Translation of idea not word. Junior School experiments have used Tavor at 11+. Now use specially written course at 8+ ("Bon Voyage"). Urge all use oral aids. SRI, JCM

509. ON STARTING A FLES PROGRAM by Rosario B. ZIEGLER, Public Schools, Lakewood, Ohio, in Hispania, March 1963, Vol. XLVI, No. 1, pp. 144-145.

In this article I say that language study should begin at an early age while speech organs are flexible and before inhibitions arise out of which grows self-consciousness. The small child's natural curiosity can be developed by active participation. It is recommended that all children be permitted to enter the program. Better world understanding will come by personal communication. Cost to the individual school can be figured on a per capita basis. The facilities required should be predetermined and provided before the program is started. Teacher recruitment may be met in part by direct importation from abroad or by training competent teachers in specialized language schools or study abroad. RBZ (R)

510. TEACHING LITERATURE: BUCKSHOT OR BULL'S-EYE EDUCATION? by Robert H. CARDEW, University of Cincinnati, Cincinnati, Ohio, in The Modern Language Journal, March 1963, Vol. XLVII, No. 3, pp. 106-109.

In this article I criticize the teaching of literature by the rapid reading method and urge that it be based on study of the texts rather than on histories of literature; that it avoid translation except as judiciously used and that it make use of background material to aid in an understanding of the work in question. A very effective method is the *explication de texte* which can lead the student to find the good and the bad in literature for himself. I outline a program for an *Introduction to Literature*. Ph.D.'s should be well prepared to teach a literature in the language in which it is written and to read prose and poetry with some feeling. We owe students the chance to develop more than a nodding acquaintanceship with the great literary contributions. Rapid reading is buckshot education, hits nothing. RHC

511. SPECTROGRAPHIC STUDY OF VOCALIC NUCLEI, by Joe E. PIERCE, Language Learning, Vol. XII, No. 3, pp. 241-247, April 1963.

In human speech the articulators act as filters. Since spectrograms produced by the acoustic spectrograph show which frequencies are present and which are absent in a given stream of speech, the machine should show what articulatory movements occur. On the spectrograms studied for this paper three formants (heavy black bands which represent the frequencies present) appeared, and the following relationships with articulatory movements were found. All three were parallel with the base line when no articulators were in motion, and the highest one remained parallel with the base line for all movements illustrated. The second formant moved downward when the lips were rounded and up when they were unrounded. Formant two also moved downward as the tongue was moved back, and upward as it moved forward. When the lips were sharply unrounded and the tongue far to the front of the mouth, the second formant rose above the third, but was in second position for all normal speech sounds. Formant number one moved downward as the tongue rose and up as it was lowered. This differs from the two-formant theory of Martin Joos in noting that the same acoustic effect results from both lip rounding and backward motion of the tongue. JEP

512. METHODS OF PROGRAMMING TEACHING MACHINES FOR SPEECH by C. J. TOLCH, University of Wisconsin, Madison 6, Wisconsin in The Speech Teacher, September 1962, Vol. XI, No. 3, pp. 233-238.

In this article I have tried to stimulate teachers of speech and language to consider teaching machines as important new devices for teaching speech courses. I briefly describe types of programming for teaching machines, and then illustrate how these programs can be used in speech and drama courses. Especially interesting is the description of a simple teaching machine made from an ordinary manila filing folder. To accompany the folder, there is an illustration of a sample program which I have written and use in my speech classes to teach phonetic symbols and transcription. CJT

513. AUDIO ELECTRONICS IN EDUCATION by Paul E. KING, Educational Consultant, 19 Grand Avenue, Englewood, New Jersey, in Educational Screen and Audiovisual Guide, May 1963, pp. 264-269.

In this article I discuss the capabilities and limitations inherent to audio electronic tools in language education. Audio is essential in some areas, only a fringe benefit in others. Audio's capabilities are: commanding attention; providing an objective presentation; communicating through a natural sense, hearing, rather than an acquired skill, reading. Audio's limitations: slow presentation; slow repeat for review; relatively high cost; difficulties in programming to produce the stimulus-response-reward cycle. Final success depends on meaningful use of man's and machine's best capabilities, by recognizing which jobs cannot be done well without one or the other. PEK

514. PROFESSEUR-JE-SAIS-TOUT by G. MATHIEU, Orange State College, Fullerton, California, published by Wilmac Recorders, 721 East Green St., Pasadena, California, 1962, Set of 6 one-hour tapes and text.

The Introduction to this series emphasizes that listening-comprehension is a primary, separable learning process, basic to speaking skill and motivating it. Designed to systematically develop the learner's ability to understand the spoken language by ear alone, the series challenges the student to try to understand cultural, scientific and other information which he already knows when this information is spoken in French. Identification by audio-code keeps the learners exclusively thinking in French while the answer which follows immediately after each question provides programmed reward-reinforcement. German and Spanish series to be released soon. GM

515. DEUTSCHE TASCHENBUCHREIHEN by Ernest M. WOLF, San Diego State College, San Diego 15, California, in Deutschunterricht für Ausländer, 1962, 12. Jahrgang, Heft 5/6, pp. 182-191.

In this article I discuss seven German pocketbook series containing preponderantly or exclusively works of fiction suitable as texts in German classes. Reclams Universalbibliothek and the Insel-Bücherei represent the older type of Kleinbuchreihen. They were founded before the First World War and deliberately refuse to follow the modern American pocket books as a model. The other five series which are discussed in detail- Goldmanns Taschenbücher, the rororo-Bücher, the Fischer-Bücherei, the Ullstein Bücher, and the List Bücher - were all of them founded after the Second World War and clearly show the influence of the American pocketbook or paperback. Several of these more recent collections include large numbers of non-fiction books or Sachbücher, frequently in the form of specially designated subdivisions, e.g., the Fischer Lexikon and Rowohlts Deutsche Enzyklopädie. Other interesting non-fiction subseries are special collections treating works of the fine arts, like the Werkmonographien zur Bildenden Kunst of Reclams Universalbibliothek or the illustrated volumes of the Insel-Bücherei. The rororo-Taschenbücher contain a series of biographies called Rowohlts Monographien. The Ullstein Bücher show two special series devoted to the discussion of current political, economic, social, philosophical, and religious problems. Several of the series also list smaller or larger collections of crime fiction books. Some of them indicate by means of some special symbol in their catalogue those of their publications which are suitable for use in schools on different age levels. EMW

516. HISTORICAL LINGUISTICS: AN INTRODUCTION by Winfred P. LEHMANN, The University of Texas, Austin, Texas, published by Holt, Rinehart and Winston, Inc., New York, 1962, pp. xiii-297.

This book is an introduction to the methods used in the gathering and analysis of linguistic material for historical study, and to change in language. Because it is introductory it deals with linguistic data readily accessible, especially English and Indo-European languages.--The emphasis throughout is on the techniques employed, although as in chapters 2 and 3 on geneological and typological classification results of previous work are presented as illustrations.--Five chapters introducing students to the principal methods employed: the use of written records, the comparative method, internal reconstruction, lexicostatistics, dialect geography, are followed by five chapters presenting the results of their application: models of language, findings on phonological change, analogical change, semantic change and change introduced by borrowing.--A final chapter illustrates with restricted material how the various methods may be employed simultaneously to deal with specific data which may undergo change at various linguistic strata.--A book of exercises provides students with data to which they can apply the methods they have mastered. WPL

517. FLES IN PUERTO RICO by Leonor A. LAREW, State University College, Geneseo, New York, in Hispania, May 1963, Vol. XLVI, No. 2, pp. 384-387.

In this article I point out that Puerto Rican public schools have been concerned with the teaching of English as a foreign language since 1900 and that perhaps we can profit from their experience. I trace the history of the teaching of English and give an account of their present curriculum. The following four points are made based on the Puerto Rican experience: it is impossible to divorce the teaching of language from culture; we must be realistic in our goals; a special curriculum for FLES teachers must be developed; we must be wary of our use of visual aids lest we become ridiculous. Because the Puerto Rican program has excellent conditions for experimentation - one foreign language is taught, all the children are included, it is under the direction of one office - it is well worth watching. LAL

518. WHY STUDY RUSSIAN? by Professor Helen B. YAKOBSON, George Washington University, Washington 6, D. C., published by New York-New Jersey Regional Chapter of AATSEEL, February 1963.

This booklet provides answers for questions students, teachers and counsellors most frequently ask about studying Russian. The nature of the language is discussed, statistics of students of Russian are cited, and career opportunities for Russian majors are presented. The author maintains that a knowledge of Russian can no longer be confined to a mere handful of specialists, and that studying Russian not only provides the student with a useful skill but also broadens his cultural horizon. Booklets can be ordered at $ .25 each, or $ .10 for 50 or more from Mrs. Olga Fedoroff, Mott Road, Fayetville, New York. HBY

519. ALIBI by B. WOOLRICH, The Institute of Education, London University, English Language Teaching, April 1963, Vol. XVII, No. 3, pp. 122-125.

In this article I discuss the frequency with which pupils make errors when their attention is directed away from a grammatical exercise, of which they know the point, to free discussion, in which their center of interest is the subject rather than the forms used. I suggest that an intermediate stage of semi-controlled practice is needed between the formal exercise and free conversation. Such an exercise needs to be of interesting enough subject-matter to concentrate the pupil on the content rather than the grammatical forms; general enough to engage the whole class and flexible enough to enable each person to make an individual contribution; it must give enough freedom in speech to involve more than one type of structure, and yet it must, by its very nature, demand the frequent use of a particular structure. I give a detailed resumé of such a teaching situation which practices the simple past forms (particularly questions). This teaching situation involves a detective game, takes 45 minutes to play, and has been thoroughly tested. BW

520. ELEMENTARY ENGLISH: A CORRESPONDENCE COURSE FOR STUDENTS IN AUSTRALIA by Robert D. EAGLESON, University of Sydney, New South Wales, Australia, in English Language Teaching, April 1963, Vol. XVII, No. 2, pp. 134-140.

In this article I describe the preparation of a correspondence course for non-native speakers of English who have passed the initial learning stage and who desire further training to enable them to enter courses at technical colleges and universities. The twenty units each include sections on reading, grammar, vocabulary, punctuation and spelling, and, in the last four, composition also. The basic modus operandi is to allow the items in the other sections to arise first and naturally in the reading passages, so that the student would continually see the language in action instead of being presented with a set of artificially constructed examples. The findings of structural linguistics are applied throughout, but traditional terminology has had to be retained. Exercises are set on each section. RDE

521. TELEVISION ENGLISH by Ian DUNLOP, The British Centre, Kommendörsgatan 30, Sweden, in English Language Teaching, Vol. XVI, No. 1, October - December 1961, pp. 44-51.

The following series of programmes to teach English to foreigners were made over a five year period: "Britain, Land of Contrasts," "Here I am," "The English you know" and "This is English." Each series consisted of ten programmes, each programme lasting fifteen minutes. "This is English" was a course for complete beginners (and was later followed by two further courses). The vocabulary and structures taught are given, together with a description of the television methods used to make the programmes entertaining as well as instructive. The programmes were for adults and were shown in the evenings. "This is English" has been shown in Sweden, Denmark, Belgium, Portugal, Austria and Switzerland. The book published with the course sold 117,000 copies in Sweden. IHD

522. MODERN LANGUAGES IN A TECHNICAL AGE by Daam M. VAN WILLIGEN, The University of Amsterdam, Netherlands, in Modern Languages, March 1963, Vol. XLIV, No. 1, pp. 3-11.

In this article I warn against the danger that man would fail to integrate the results of scientific developments into our pattern of life. The study of language can be a mighty weapon in the fight against this danger. Language is the most powerful symbol of the priority of the spirit over material forces: Technology itself depends on communication through language. Circumstances are favorable for modern language teaching: strong motivation, general recognition of the need of foreign languages. Language teaching can learn from the methods of science and technology : basic research, minute analysis of the material, efficient teamwork. Industry, commerce, trade should promote and finance the development of the technology of foreign language teaching. Only with modern tools can teachers fulfil the modern task of maintaining the supremacy of language. DMvW

523. PSYCHOLOGICAL APPROACHES TO THE STUDY OF LANGUAGE - PART I: ON LEARNING, THINKING AND HUMAN ABILITIES, by Wallace E. LAMBERT, McGill University, Montreal, Canada, in The Modern Language Journal, February 1963, Vol. XLVII, No. 2, pp. 51-62.

This paper introduces contemporary psychological theories and associated research efforts dealing with language. Two contrasting theories of learning are reviewed, that of B. F. Skinner on verbal behavior, and that of C. E. Osgood on the learning of meanings. The work of D. O. Hebb on the neurological bases of thought processes was outlined. Finally, the theories and research of J. Carroll and G. A. Ferguson on human aptitudes and abilities were discussed and related to language learning abilities. Implications of each of these movements in psychology for teachers of foreign languages were alluded to. WEL

524. PSYCHOLOGICAL APPROACHES TO THE STUDY OF LANGUAGE - PART II: ON SECOND-LANGUAGE LEARNING AND BILINGUALISM by Wallace E. LAMBERT, McGill University, Montreal, Canada, in The Modern Language Journal, March 1963, Vol. XLVII, No. 3, pp. 114-121.

In this part, a review is presented of psychological studies of second-language learning and bilingualism, in particular those carried out at McGill University. As in the first part, an attempt was made to relate psychological approaches to the study of language to the problems faced by language teachers and to encourage them to become better acquainted with these movements. WEL

525. ENGLISH TEACHING SEMINARS: ANOTHER APPROACH by Mary FINOCCHIARO, City University of New York, in The Linguistic Reporter, Vol. V, No. 2, April 1963, pp. 2-4.

In this article I discuss seminars for training ESL teachers outside the United States. The seminar in Barcelona was divided as follows: The first half was devoted to the improvement of the teacher's own English linguistic competency and to the preparation of teaching materials; the second, in which the American Specialist participated, concentrated on applied linguistics with demonstrations, workshops and practice teaching by participants themselves. Factors which insure success are: starting with teachers where they are in knowledge of concepts and methodology in language teaching; working within the framework of national customs and known educational procedures; translating theory into practice through numerous demonstration lessons; training staff members in advance; helping participants prepare materials for immediate use in their classrooms. MF

826. HOW TO PRACTICE WITH PROGRAMMED TAPES IN THE LANGUAGE LAB by G. MATHIEU, Orange State College, Fullerton, California, mimeographed information distributed to all foreign language students at Orange State College, 1962, p. 1.

1. The exercise on the tapes are designed to make you either echo, that is imitate what you have heard, or to make you respond, that is create the new grammatical pattern requested.

2. The listen-and-respond exercises work on the Skinnerian principles of Stimulus-Response-Reinforcement. That is, you first hear a Stimulus, such as a word or an utterance; then there is a pause in which you are to say what is requested of you; then immediately afterward you hear the correct response so that you may know whether you were right or wrong; then a new stimulus is heard.

Example in English as a Foreign Language

Cycle 1. →	Cycle 2. →	Cycle 3. →	Cycle 4. →	Cycle 1.	etc.
Stimulus	Pause for you to attempt to say it.	Correct Response	Pause for you to echo correct response		
"They"	"__________"	"They are here"	"__________"	"He"	

LENGTHEN PAUSE

LENGTHEN PAUSE

③ After you hear the stimulus, activate the FOOT CONTROL pause lever and hold it until you have had enough time to say what you are supposed to say.

④ Listen to the correct response, and then activate again the FOOT CONTROL pause lever to echo the correct response. If you have already said it correctly, it will further your mastery of the pattern; and if you have said it incorrectly, the echoing of the correct response will help you learn it.

5. After you have practiced once-around with the help of the FOOT CONTROL pause button, rewind, and try to do it again, this time without the pause button. This will help to build up your speech reflexes to the automaticity that comes only with lots of practice. You should go over the drill again and again, until you can do it perfectly and correctly in the pause provided on the tape. (When working with the A-LM tapes, which are 3-cycle drills, it may no longer be necessary to insert the pause after the correct response with those items which you have done correctly.) GM

327. PHONOLOGIE DER SPRECHPAUSE by Harald WEINRICH, University of Kiel, Germany, in *Phonetica*, Vol. 7, No. 1, pp. 4-18.

Phonology, provided it is based on continuous speech and not on the isolated word, can be enriched and simplified by a consideration of the pauses in speech. An examination of the pauses allows not only the synopsis of the initial position and the final position but also enables one to set these two positions in relation to the principles of the combination of consonants in general. We postulate the following fundamental relationship: K→P (min.), to read: the pause is the minimum of the system of consonants or - to push the relationship to a fiction - the pause is the consonant furthest removed from the vowels. This fundamental relationship is probably a general phonetic law. It marks a step beyond linguistic observation and authorizes us to work with two corollaries: 1. The consonants which are possible before or after P (pause) are possible also before or after K (consonant). 2. The consonants which are not possible before or after K are not possible before or after P. HW

328. IS THERE ANY FLES IN THE FEDERAL REPUBLIC OF GERMANY? by Alice SCHLIMBACH, Douglass College, Rutgers University, New Brunswick, New Jersey, in *The German Quarterly*, Vol. XXXVI, No. 1, January 1963, pp. 52-61.

The expression FLES (Foreign Languages in Elementary Schools) cannot be used for language study abroad because of the different school systems. Almost every healthy child, normally talented, not living isolated, changes to another school (*Ober-* or *Mittelschule*) when 10 years old. He will start a foreign language immediately (English or Latin), a second and third language in the *Oberschule* later. No foreign language can be dropped. Statistics (1958) show that half of the 7 million school children who were 13 years old, and would have been ready to enter an American high school, had studied one language for 4 years , and more than half of these again a second language for two years. AS (R) [The original article is in German. -Ed.]

329. RESOURCE GUIDE FOR TEACHERS OF SPANISH by Ruth B. CLAUSING, Worthington High School, Worthington, Ohio, in *Hispania*, March 1963, Vol. XLVI, No. 1, pp. 219-236.

In this research project I have brought together procedures, organization, program ideas, etc., to serve as a starting point for beginning teachers in club work in the modern language field. It is an approach to the various phases of club work and has been prepared with a view to including something for any type of school in which Spanish is taught. An experienced club sponsor may find confirmation here of some of his successful activities, or perhaps, even a new idea or variation of an old one that may be helpful. Do you want to make *Dulce de Naranja*? Do you need 50 *Refranes*? Is the *Cantú* the national flower of Chile or is it the *Copihue*? Should I use the point system in my club? Must we write the constitution in Spanish? These and other ideas are included in this Resource Guide. RBC

330. SUBJUNCTIVE OF FACT by Gordon T. Fish, USAR, Retired, 2410 N.E. 13th St., Fort Lauderdale, Florida, in *Hispania*, May 1963, Vol. XLVI, No. 2, pp. 375-381.

In this article I codify and justify the use of subjunctive in Spanish clauses of accomplished fact, uninformative and/or affective: *como* temporal— *como* causal— concession—superlative—reaction, impression and attitude—chance—result—*antes que*—hope and fear. GTF

531. REFERENCE AND INFERENCE: INCEPTIVENESS IN THE SPANISH PRETERIT by Dwight L. BOLINGER, The University of Colorado, Boulder, Colorado, in Hispania, March 1963, Vol. XLVI, No. 1, pp. 128-135.

In this article I examine the theory that the preterit imposes a terminative meaning on cyclic verbs (those naming a series of actions with a normal end-point, like entrar, which stops when one is inside) and an inceptive meaning on non-cyclic verbs (ser, dormir, andar, etc.). Inceptiveness or terminativeness is inherent in the semantic spectrum of the verb, and opposite cases can be found. The actual meaning of the preterit is 'a segment of past time cut off from the present.' It helps us to infer inceptiveness or terminativeness, but does not refer to either. DLB

532. SOME ENGLISH PROBLEM SOUNDS FOR CANTONESE STUDENTS by C. M. WISE, Louisiana State University, Baton Rouge, Louisiana, in The Speech Teacher, March 1963, Vol. XII, No. 2, pp. 92-104.

This article is based on a contrastive analysis of English and the Cantonese dialect of Chinese. It demonstrates that the Cantonese student's difficulties in pronouncing English stem not merely from encountering non-Chinese sounds in English, such as the two sounds of th, but also from finding sounds common to both languages distributed in English in non-Chinese ways. For example, /l/ and /i/ occur in both languages. But /l/ is always initial in Cantonese. Hence English final /l/ is exceedingly difficult for the student. Cantonese /i/ is an allophone of /ii/, found only before final /ŋ/, /k/ and often /p/. Hence the student pronounces peak as /pik/ and leap as /lip/. Post-publication tests made with illustrative material in the article point to the conclusion that strange sounds can be learned more easily than familiar sounds in strange distributions. CMW

533. CLASSROOM ENGLISH by Betty PERREN, in English Language Teaching, April 1963, Vol. XVII, No. 3, pp. 112-117.

In this article I try to help foreign teachers of English to use ordinary, uncontrived classroom situations as means of teaching and practising English instead of using the mother-tongue. Teachers often ask for lists of expressions suitable for classroom instructions etc., and such a list is given. I take the opportunity to define and describe "formula-learning" as it has emerged from teaching English as a medium to young children, to underline its links with situational learning, to suggest its usefulness with beginners of any age and to distinguish it from "pattern-learning". Phrasal verbs and polite usages, including courtesy words, are discussed because classroom situations call for them so frequently and because of some special difficulties. Page references are given to books useful in understanding the intonation of polite usage. BP

"The written language fails to record a very important part of the spoken message: intonations, pauses, suggestions implicit in spoken sentences. In that sense, a student gains more from listening to a very good recording of Racine or a page of Flaubert than from an exegesis of the same text in a seminar." - Henri Peyre

534. CONTRAST: AN EFFECTIVE TEACHING DEVICE, by Ruth HOK, English Language Institute, University of Michigan, Ann Arbor, Michigan, in English Language Teaching, April 1963, Vol. XVII, No. 3, pp. 118-122.

In this article my purpose is to remind the classroom language teacher that the technique of seeking contrasts so successfully used by theoretical linguists can serve as a principle of procedure for making decisions on what to teach and in what order. (1) Those language areas which will need most practice can be ascertained through contrastive analysis of the native language with the target language. (2) A meaningful grouping of the material can be determined by those contrasts in sounds, arrangement and grammatical forms used by native speakers of the language. And (3) an inherently connected whole can be achieved in the sequence of the lessons through the simple expedient of contrasting new material with that already learned. Reference is made to materials developed along these lines at the English Language Institite. RH

535. NOUMEA - A SUCCESSFUL EXPERIMENT by Brian J. GALLWEY, Modern Language Teachers' Association, Queensland, Australia, in Babel, April 1963, No. 22, pp. 21-25.

In this article I review the first of a projected annual series of three-weeks refresher courses for Australian and New Zealand teachers of French, held in Noumea, New Caledonia, in January 1963, with the cooperation of the French government, and presented by three Sorbonne professors, aided by local Lycée teachers. The scope of the course is outlined: lectures on various aspects of French civilization and culture, by M. Georges Matoré, Director of the course; on economic and sociological aspects of French life by Mme. Beaujeu; on phonetics by M. Pierre Fouché. The great benefit to be derived from such a course held in French-speaking territory, for antipodeans so far removed from France itself, is emphasized. For many this was their first actual contact with French civilization. Finally the desirability of future governmental subsidization of travel costs is stressed. BJG

536. LE FRANÇAIS FONDAMENTAL : A NEW APPROACH TO "BASIC" LANGUAGE by Elliott C. FORSYTH, University of Adelaide, Adelaide, South Australia, in Babel, April 1963, No. 22, pp. 3-9.

In this article I compare the various attempts made to devise a "basic" form of certain languages by the selection of an essential core of vocabulary and grammar, and describe the most recent of them, le français fondamental. Designed essentially as a teaching instrument, it comprises 2 stages (first, 1,445 words, based on spoken language; second, 3,000 words), and gives access to a body of interrelated teaching material (courses, readers, dictionaries). The advantages of the scheme are assessed (standard linguistic basis solves problem of content for authors of text-books, allows freer movement among books for teachers, and offers easier access to spoken language and wide range of readers for student), and critical recommendations are made on teaching method and the planning of text-books. ECF

537. COMMENTS ON MR. GABRIEL LOVETT'S "NOTES ON EVERYDAY SPANISH, MADRID, 1962" by Carlos GOMEZ DEL PRADO, Michigan State University, East Lansing, Michigan, in Hispania, May 1963, Vol. XLVI, No. 1, pp. 381-383.

In this article I supplement Professor Lovett's "Notes", bringing out expressions which had not been mentioned by him: en fin. In reference to Anglicisms, I clarified aparcar as being of old Spanish lineage. Foreignisms in general are not readily accepted by Spaniards, and this is proven by the word taxi, heard in the variants tarsi, tapsi, tasi, tasis, tarsis and the educated taxi. Another characteristic is the preference for understatement: Tengo apetito, etc. I discuss also some differences between European and American Spanish: pronunciation (in Spain, merca'o); grammar (le and la preferred in Spain); differentiation made in Spain with temprano and pronto; the opposite usages of mudarse and cambiarse. CGP

538. THE PATTERN DRILL AND THE RATIONALE OF THE PROSODIC AND ORTHOGRAPHIC ACCENTS IN SPANISH by Norman P. SACKS, The University of Wisconsin, Madison 6, Wisconsin, in Hispania, Vol. XLVI, No. 2, May 1963, pp. 361-372.

In this article I attempt to establish a conceptual framework for the use of the orthographic accent; some specific rules derived, for the most part, from the general principles; and some pattern drills designed to develop the writing habits relevant to the generalizations. The article takes into consideration structural features of Spanish; provides some historical perspective and comparative data with English; seeks to achieve a measure of simplicity and economy of explanation by systematizing disparate rules for the prosodic and orthographic accents: and finally, provides audio pattern drills designed to develop and reinforce a new writing habit. NPS

539. FOLKTALES FOR AURAL COMPREHENSION AND INTERMEDIATE REVIEW by Daniel S. KELLER, University of California, Davis, California, in Hispania, March 1963, Vol. XLVI, No. 1, pp. 217-218.

In this note I provide a specimen from a manuscript collection of 45 folktales and anecdotes from different sources, together with specimens of aural comprehension and English to Spanish translation exercises based on these stories. No fairy tales are included. Although I have used the collection successfully in third semester college classes, with impromptu modifications I have also used them for teaching Spanish to my daughters, aged eight and eleven. Unlike the non-folk short stories found in most reading texts, these tales have the advantage of being uncomplicated in style and plot and of an appropriate length (250 to 500 words) for a five or ten minute oral reading or paraphrase by the instructor. Colleagues from other institutions are welcome to share these materials. DSK

"In real language behavior, there isn't time to make conscious choices; all the major behavior patterns of pronunciation and of grammatical structure, have to be habitual to the point of unawareness." - Freeman Twaddel

540. GRADING (1) by William R. LEE, Editor, English Language Teaching, London, England, in English Language Teaching, April 1963, Vol. XVII, No. 3, pp. 107-112.

In this article I say that one basic assumption of grading is that language-learning should be as easy as possible. Difficult sounds can be introduced one at a time, but the difficulties are not the same everywhere and this affects initial vocabulary selection. Phonetic grading applies to the earliest steps. Grading should not be made on phonetic grounds alone. Vocabulary grading has at times been unduly influenced by frequency counts. Choice of vocabulary should take into account the learners' ages and interests at the time of learning, as well as learning difficulties of particular areas. Reasons, other than phonetic, are given for excluding certain types of words from the earliest stages. WRL

541. COURS DE CIVILISATION FRANÇAISE - STAGE DE NOUMEA by Ruth GEORGE, Modern Language Teachers' Association of Queensland, Brisbane, Australia, in Babel, Journal of of the Australian Federation of M.L.T.A., April 1963, No. 22, No. 6, pp. 17-20.

In this report I deal with a refresher course for Australian and New Zealand teachers held under the sponsorship of the French Government. The Sorbonne came to the Pacific with a programme which was a generous offering by three professors assisted by staff of the Lycée La Pérouse. Professor Matoré's vigorous, clear presentation made us aware of a keen intellect, a scholar's "esprit de curiosité." It was a privilege to cultivate our "jardin linguistique" under the guidance of Professor Fouché, whose wide knowledge of languages and long experience in teaching foreign students give him a real understanding of our difficulties. Madame Beaujeu's lectures on the geography and economy of France, the Common Market, "planification" and progress, gave a comprehensive survey and a clear picture of the New France. The Lycée staff provided convincing evidence that the traditional thoroughness of French education was being maintained in a dependency far from Metropolitan France. RG

542. 'FEW' AND 'MANY' by Frederick T. WOOD, Sheffield, England, in English Language Teaching, (Oxford University Press), April 1963, Vol. XVII, No. 3, pp. 125-129.

In this article I attempt to show that the common assumption that few is the opposite of many is incorrect. The two are often used in contrast to each other, but this contrast is not always possible, especially with the comparatives fewer and more when used predicatively. The opposite of Accidents have been fewer this year than last is not Accidents have been more, etc., but Accidents have been more numerous. The fact is that many is a plural, denoting a large number of individual units taken one at a time, whereas few is a collective, expressing the general idea of smallness of number as a characteristic of the group as a whole, just as numerous expresses the general idea of largeness of number. The real opposite of many is not few, but a few, which is a true plural. FTW

543. SOCIAL AND PSYCHOLOGICAL VARIABLES IN LEARNING HEBREW by Moshe ANISFELD and Wallace E. LAMBERT, McGill University, Montreal 2, Canada, in Journal of Abnormal Social Psychology, 1961, Vol. 63, No. 3, pp. 524-529.

A study was conducted with Jewish eighth and ninth grade students learning Hebrew. Measures of achievement in the Hebrew language were correlated with scores on two groups of tests: attitude tests inquiring into the reasons for learning Hebrew and into the attitudes to the Jewish culture and community, and ability measures including intelligence and language aptitude tests. The results show a relation of both ability and attitude to success in the acquisition of Hebrew. However, whereas intelligence and linguistic aptitude are relatively stable predictors of success, the attitude measures are less stable and vary in their relationship to achievement from school to school and from class to class. It was attempted to explain these differences through consideration of the sociopsychological characteristics of the Jews in the various districts of Montreal where the schools are located. MA, WEL

544. THE NEGLECTED TENSES by Gordon T. Fish, USAR, Retired, 2410 N.E. 13th St., Fort Lauderdale, Florida, in Hispania, March 1963, Vol. XLVI, No. 1, pp. 139-142.

I codify uses of three neglected and controversial tenses. Hubo hecho: literary narration, to "date" a principal clause; with connotation "as soon as", uninformative; "at last," informative. It is not equivalent to había hecho. Indicative hiciera: a pluperfect in uninformative clauses of identification and circumstance; also, a "prior pluperfect," action before había hecho. These uses are in accord with origin and early syntax; other stylistic and erratic functions are not considered. Hiciere: besides the usual function with future principal action, it is used in restricted circumstances as perfect subjunctive of past action, occasionally in volitive use. GTF

545. THE GERMANIC CONSONANT SHIFT by John T. WATERMAN, The University of Southern California, Los Angeles 7, California, in The German Quarterly, March 1963, Vol. XXXVI, No. 2, pp. 164-170.

In this article I describe M. Jean Fourquet's attempt to present and explain the Germanic Consonant Shift in terms of diachronic structuralism. The value - as well as the limitations - of this method is put in interesting perspective when contrasted with the techniques of the neogrammarians and of the American structuralists. "The most obvious difference between [Fourquet's theory] and the neogrammarian approach is that it tries to provide insight into the probable causes of the Germanic Consonant Shift." JTW

546. CONTRASTIVE PRONUNCIATION PRACTICE IN GERMAN by Ernest M. WOLF, San Diego State College, San Diego 15, California, published by Ernest M. Wolf, San Diego, 1962, pp. 10

In this booklet I apply the principle of contrastive presentation to a number of selected German sounds which cause special difficulties to beginning English speaking students of German. Contrastive lists of drill words are offered for practice in distinguishing between the long and short forms of the simple vowels first. Next the Umlaut-vowels are contrasted in two different ways: once in their long and short forms and once in showing the simple vowel in contrast with its Umlaut form, e.g. kalt-Kälte, schon-schön, Hut-Hüte, Haus-Häuser. A long list of contrast pairs is devoted to the particularly troublesome ie-ei combination as, e.g., in the pair lieb-Leib. Among the consonants, drills of this kind are worked out for the teaching of the two forms of the ch and for s, st, sp, sch, z, ts, tzt, tzst, and for the unvoicing of b, d, g to p, t, k. Many of the practice lists are based upon the presentation of "minimal contrast pairs", i.e., of pairs in which only a single sound is changed in the word contrasted with its partner, as in können-kennen, küssen-Kissen, lösen-lesen, Wien-Wein. The English translation in such minimal contrast pairs illustrates the fact that the mispronunciation of a single sound will result in a word of completely different meaning. Several of the lists are followed by groups of compound words showing the sounds and words practiced in various combinations, e.g. Weinlied for ei-ie, Sprechstunde for sp-st. EMW

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547. LANGUAGE TEACHING IN AN OLD KEY by Harold B. DUNKEL, University of Chicago, Chicago, Ill., in Modern Language Journal, May 1963, Vol. XLVIII, No. 5, pp. 203-210.

In this article I examine language teaching in 1511-1658 and find that teachers then faced similar problems and sought similar solutions to those we do. The student began study of the language at an early age with a large number of contact hours. He was required to speak the language at all times, he studied other subjects through it, and had opportunities for additional practice outside of class. He learned dialogues like "Getting up in the Morning," "Going to School" and had visual aids in the form of charts and diagrams. How much the vernacular should be used in teaching was a matter of hot dispute, and to teach grammar inductively, yet systematically, comprehensively, and efficiently, was as difficult then as now. HBD

548. LET'S LEARN LATIN presented by the Classical Association of Western New York, June 1963, pp. 1-9.

In this attractively printed brochure prepared for circulation among school administrators, guidance counsellors, Boards of Education, parents, and Latin students, we point out the practical values to be derived from the study of Latin. This brochure will especially help those who have not been trained in Latin to understand what the Latin teacher is attempting to do in his program. It may also help the Latin teacher to strengthen the position of Latin in his curriculum. (R - Single copies may be obtained at 40¢ each, and in lots of 25 or more copies, the cost is 25¢ each. Add 25¢ to cover postage on an order totaling from $1.50 to $2.50; over $2.50, add 40¢ for mailing costs. Checks or money orders should be made payable to the Classical Association of Western New York. Orders should be sent to Mrs. Donna H. Cadwell, 4042 Lockport Avenue, North Tonawanda, New York.)

"Keep abreast to Stay ahead"

549. A STUDY OF THE EFFECTIVENESS OF THE LANGUAGE LABORATORIES by Raymond F. KEATING, Institute of Administrative Research, Teachers College, Columbia University, 525 West 120th Street, New York 27, N.Y., 1963, pp. 1-60.

More than five thousand students of French in twenty-one school districts of the Metropolitan School Study Council were tested in three language skills: reading comprehension, listening comprehension, and speech production. The total number of students was distributed among two groups, a language laboratory group and a no-laboratory group at each of four levels of experience, that is, years of French instruction. In only one instance, that of speech production scores at Level 1, was there found a significant difference that favored the language laboratory group. Significant differences that favored the no-laboratory group predominated and appeared in connection with each language skill tested. When comparisons were made using students within the same I.Q. band, or class, significant differences favoring the no-laboratory group of students were found almost exclusively with students at the upper end of the I.Q. distribution. Thus, at least in this study, high I.Q. students were found to be the most severely disadvantaged by the inclusion of the laboratory in the instructional program. Students of average I.Q. were found, within the limits of the measures and comparisons made in this study, to be relatively unaffected by the inclusion of the laboratory in the instructional program. While this study does not purport to demonstrate that the language laboratory cannot be used effectively, it does show that in schools of the Metropolitan School Study Council, a group of schools characterized by competent and well-prepared teachers, better results in certain important skill areas are being achieved in instructional situations which do not use the language laboratory. RFK

/The above abstract represents verbatim the "Summary" of Mr. Keating's study. The "Summary" is section II of Chapter V, "Concluding Observations and Summary." The following excerpts from section I, "Concluding Observations" are necessary for a fuller appreciation of the "Summary" since they underline Mr. Keating's statistical findings that the laboratory is worthless unless used properly: "No attempt was made in the present study to indicate what results would be obtained under some ideal and highly creative program of language instruction into which the laboratory had been integrated according to organizational principles not yet widely accepted." (p. 37) "Most districts reported that students spent only one classroom period per week in the laboratory. Only one district stated that the time a student spent in the laboratory contributed to an actual increase in the total regularly scheduled class time spent with the target language. (p. 38) "...Even the limited amount of information about these programs obtained by surveying the local districts must be considered merely suggestive of the use to which the laboratory was put during the period of study. Not only the validity but also the reliability of this information might be questioned." (p. 38) "...It would seem fairly clear that in few cases, if any, was the introduction of the laboratory accompanied by the emergence of any new principles of organization for instruction. Only one district, for example, adopted a plan for using the laboratory in such a way that time regularly spent in the laboratory would not merely replace regularly scheduled class time spent with the target language." (pp. 38-39) It should also be noted that the "speech production" test is actually a pronunciation test. Why condemn the jet plane if it crashes because the airline did not properly train its propeller plane pilots to fly the new machine and understand the principles on which it works? --G.M., General Editor/

550. THE DOUBLE RESPONSIBILITY OF THE FOREIGN-LANGUAGE TEACHER by Germaine BRÉE, Institute for Research in the Humanities, University of Wisconsin, Madison, Wis., in PMLA (Publications of the Modern Language Association of America) May 1963, Vol. LXXVIII, No. 2, pp. 6-10.

In the last twenty years the teaching of foreign languages has been concerned with those problems connected with the adoption of new electronic equipment and with an exploration of the possibilities of the science of linguistics as applied to the teaching of language. Now, it has become quite clear that in many ways we have lost the sense of what it is we are trying to achieve and have become bogged down in an abstruse terminology, discussions on the mechanics of speech, and a dogmatic attitude toward theories of language which are hypotheses and far from proven. This has led to a new impoverishment in language teaching and the regrettable practice of making such specious distinctions as those involved in the title of the paper. Specious too, except for practice, is the distinction between the spoken and the written language in those countries which, for centuries now, have had a literature. Literature is the record of the significant language spoken at a given time and transmitted. As teachers of language we are involved in an educational enterprise of vast proportions, complex in its aims, the purpose of which is to develop to the maximum the capacity of the young American to think, to raise the right sort of question, to seize in its intricacy a situation, a set of relations, etc. It has been generally admitted that there are great differences in "level" of language corresponding to differences in intellectual capacity. Memorization of the inept artificially fabricated "chit chat," prevalent in our present so-called methodology is a waste of time which quite rightly leads only to boredom for the student and places the learning of language, however expensive the equipment used, low among the formative disciplines, whereas, in fact it should be among the highest. Literature, when taught by competent professors is the most efficient form of experience that there is of language as communication. Moreover, it gives to the student something of intrinsic value that the disciplines that speak about language, about culture cannot give. It is our task as teachers to examine with care all the materials proposed to us and to accept only those that have some value for the development of the student's imagination, sensitivity and intelligence, at whatever level. GB

551. A TRIAL PROGRAM IN SPANISH FOR THE FIFTH AND SIXTH GRADES USING INSTRUCTIONAL TELEVISION by Anthony J. GRADISNIK, Supervisor of Foreign Languages, The Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee 8, Wis., 1962, 44 pages.

This evaluation attempts to determine the effectiveness of teaching Spanish via television to fifth and sixth graders in all Milwaukee Public Schools. It includes an objective evaluation of pupil achievement in aural and oral skills and a subjective evaluation of reactions and recommendations of elementary school teachers and principals. These conclusions are based on testing and questionnaire results: 1) Pupils are able to learn basic foreign language patterns and expressions via television; 2) distribution of oral test scores is similar to that generally expected of standardized achievement tests; 3) the quality of telecasts and resource materials seems acceptable to classroom teachers; 4) earlier identification of pupils with foreign language interest and aptitude seems apparent. The Milwaukee Board of School Directors approved the trial program, begun in 1960, as a standard curriculum offering in Spring, 1963. AJG

552. COUNSELING SKILLS ADAPTED TO THE LEARNING OF FOREIGN LANGUAGES by Charles A. CURRAN, Loyola University, 820 North Michigan Avenue, Chicago, Ill., in Menninger Bulletin, March 1961, Vol. XXV, No. 2, pp. 78-93.

In this research project we developed a method of personal communication through a language counselor patterned on counseling skills and relationships to facilitate the learning of four foreign languages simultaneously. As in psychological counseling, the language counselor, a native, offered warmth and security to the person who was able to speak directly and correctly to the group through addressing him first in English and he was then helped to speak the foreign language correctly to the group. We developed five stages in the language counselor-client relationship ranging from client dependence to independence. Subjects were tested before and after each semester with significant language gains in reading and speaking all four languages. We feel that the utilization of this method, based on counseling skills, enabled each subject to speak the foreign language through the native counselor without the tension and threat usually involved in speaking a foreign language. CAC

553. NEW CONCEPTS IN THE MEANING OF LANGUAGE by Theodore ANDERSSON, The University of Texas, Austin 12, Texas, in Looking Ahead in Foreign Languages, January 11-16, 1960, California State Department of Education, Sacramento 14, Calif., 1961, pp. 29-31.

In this article I use the ironical approach, offering suggestions to those who would stop the FL stampede: to preserve the status quo, that is, to start FL instruction at age 14 or 15, to limit it to two years, to continue to stress the grammar-translation approach. But to combat FLs effectively, opponents need to know about some of the concepts which proponents are seeking anew to translate into practice: that language is essentially a form of behavior best represented by a native speaker, that FLs are learned most proficiently by the very young, that one way to increase the language proficiency of our population is to maintain and improve the knowledge that our various ethnic groups have of their own languages. TA

554. PROGRAMMED SELF-INSTRUCTION IN MANDARIN CHINESE: OBSERVATIONS OF STUDENT PROGRESS WITH AN AUTOMATED AUDIO-VISUAL INSTRUCTIONAL DEVICE by John B. CARROLL, Language Testing Fund, 514 Worcester Street, Wellesley, Mass., 1963, iv, 97 pages.

In this report I conclude that most aspects of spoken and written foreign language skills can be effectively taught solely by self-instruction with a specially constructed audio-visual device, without the aid of an instructor. A programming system adapted for this purpose is described in detail, and results of tryouts of a program covering about nine lessons of Tewksbury's Speak Chinese (plus fifty characters) with twenty-three college-age students are presented. Final achievement of students is, on the average, quite high, but rate of progress is highly related to aptitude as measured by the Modern Language Aptitude Test. Student reactions are in general highly favorable to this mode of instruction. While development of FL programmed instructional materials is laborious and expensive, the eventual benefits are thought to be promising and worthwhile. JBC

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NLabstracts

335. USING VARIATIONS OF LANGUAGE LABORATORY EQUIPMENT WITH HIGH SCHOOL STUDENTS IN BEGINNING FRENCH by John M. BUCH, Department of Public Instruction, Box 911, Harrisburg, Pa. NDEA Title VII Grant, No. 736148, 1963.

In this research project we found that a group using the audio-active equipment 50 percent of the time and the record facilities 20 percent of the time achieved superior results in comprehension of the spoken word, structural accuracy, and speaking fluency. No significant differences resulted among the four groups on mastery of traditional skills. Practically, the findings of this study would support an installation of 24 or 30 pupil stations equipped with audio-active equipment and about six additional pupil stations equipped with the record playback feature. JMB

336. WHY TEACH SPOKEN CHINESE? by Paul B. DENLINGER, University of Michigan, Ann Arbor, Michigan, in Language Learning, 1962, Vol. XII, pp. 289-292.

This article attempts to show that stress and juncture, both crucial in the analysis of immediate constituents, are features of the spoken language that are not represented in any of the writing systems. Written systems are not only derived, they are linguistically incomplete, and therefore not a sure foundation for proficiency in a language. Moreover, in our generation the spoken language has some of the prestige and usefulness that a generation or more ago belonged only to the written language. PBD (R)

337. TOWARD A PSYCHOLOGY OF LANGUAGE STRUCTURE by Murray GLANZER, University of Maryland, Baltimore, Md. in Journal of Speech and Hearing Research, December 1962, Vol. V, No. 4, pp. 303-314.

In this article I summarize and discuss some recent psychological work on grammatical categories and syntax. This work is the outcome of the recent clarification of grammatical structure by linguists and includes: (a) the description and analysis of the child's earliest word combinations; (b) the tracing of the changes in verbal performance of children and the relation of these changes to the children's continued learning of the grammatical structure of the language; and (c) the demonstration and analysis of the effects of grammatical categories on adult verbal performance and the implications of these effects with respect to the functioning units of speech. MG

338. SOUND MINDEDNESS: STUDIES IN THE MEASUREMENT OF PHONETIC ABILITY by William R. TIFFANY, University of Washington, Seattle 5, Wash., in Western Speech, Winter 1963, Vol. XXVII, No. 1, pp. 5-13.

In this paper I point out the need for a measure of the degree to which a person is aware of, or "sensitive to," the sounds of speech. The results of some recent tests are given which support a relationship between the ability to work "Phonetic Anagrams," translate "Backward Speech," and "translate from the Slurvian," as well as certain other linguistic abilities such as the ability to spell, to identify speech stress patterns, perform on certain linguistic aptitude tests, speak clearly, and the ability to demonstrate certain other skills with the "Anguish Languish." WRT

559. DESCRIPTIVE ANALYSIS OF THE ACOUSTIC ASPECTS OF SPEECH by Gunnar FANT, Royal Institute of Technology, Stockholm, Sweden, in Logos, April 1962, Vol. V, No. 1, pp. 3-17.

In this article I outline the present standing of spectrographic speech analysis with special emphasis on the problems related to segmentation of the physical wave along the timescale and the phonetic classification of sound segments. In the purely physical-articulatory system adopted, a phoneme will generally be related to several successive segments of an utterance and any segment will conversely transmit information related to more than one phoneme of the sequence. GF

560. INDIANA LANGUAGE PROGRAM! by M. Phillip LEAMON, Indiana University, Bloomington, Ind., Linguistic Reporter, February 1963, Vol. V, No. 1, pp. 1-2.

In this article I explain the rather unique function which Indiana University has assigned to the Coordinator for Foreign Languages, who serves as liaison person between the various language departments, between them and the School of Education, and as a consultant to the secondary schools of the state (without cost to these schools). In addition, two new programs which the Coordinator has been instrumental in developing and bringing to Indiana University are described: the Honors Program in Foreign Languages for High School Students; and the Indiana Language Program. MPL

561. PROSE-COMPOSITION AND THE TEACHING OF MODERN FOREIGN LANGUAGES by R. Hinton THOMAS, The University of Birmingham, England, in Modern Languages, July 1963, Vol. XLIV, No. 2, pp. 70-72.

In this article I question the value of prose-composition as a basic means of teaching a modern foreign language, urge the substitution of freer and more creative exercises (essay writing, etc.), and the abolition of the test in prose-composition in school examinations. Prose-composition (i.e. translation into the foreign language of a prescribed English passage) inhibits a pupil's idiomatic response and also (damaging to his deeper grasp of how language works) makes him think too much in terms of mechanical equivalents. Also, whereas good teaching should encourage the right answers, prose-composition tempts the pupil into error all the time. RHT

562. "USAGE," "TRADITIONAL" GRAMMAR AND "STRUCTURAL" GRAMMAR by Anita M. PINCAS, University of Sydney, Sydney, Australia, in Australian Journal of Education, June 1963, Vol. VII, No. 2, pp. 86-96.

In this article I distinguish four different meanings which the word "grammar" has in current discussions: (1) a logic of language (2) prescriptions as to acceptable usage (3) the structural patterns of sentences (4) a description of these patterns. I contend that grammar in sense (4) is not necessary for teaching usage, that it is perhaps helpful for teaching style, and that it is valuable as a subject in its own right. I sum up the main indictments against "traditional" grammar, and compare it with "structural" to show that, though not yet perfected, the latter is the better alternative of the two (remembering that there are others). This article is part of a symposium on Competing Methods and Philosophies in Grammar in this Journal. AMP

563. "ARQUITECTO" Y "ARQUITECTA" by José ROCA-PONS, Spanish Department, Indiana University, Bloomington, Ind., in Hispania, May 1963, Vol. XLVI, No. 2, pp. 373-375.

In this article I tried to explain, in the first part, that the use of the Spanish feminine "arquitecta" could be normal in Spanish, since it is in agreement with the actual social circumstances and it is not contrary to the structure and evolution of the language. In the second part, I said that the distinction between the two Spanish verbs "planear" and "planificar" is convenient and useful since besides their partial common meaning of projecting something in the future, the second one expresses the subordination of some future activity to a present plan or project. JR-P

564. REVISING THE TEACHING OF GRAMMAR IN N.S.W. SECONDARY SCHOOLS by Oliver N. BURGESS, University of N.S.W., Sydney, Australia, in The Australian Journal of Education, June 1963, Vol. VII, No. 2, pp. 77-85.

In this article I discuss some of the problems facing those who are drawing up the new language syllabus for secondary schools in New South Wales. I suggest we should copy the structural linguists in their concern for a total view of English. Thus, we should put greater emphasis on phonetics and linguistic history and should also "return to a policy of teaching grammar thoroughly and systematically." I advocate a policy of "wise eclecticism" in grammar teaching, opposing the notion that, to be scientific, grammatical analysis must eschew semantic considerations. In particular, I maintain that Fries smuggles semantic elements into his analysis, thereby invalidating much of his criticism of traditional grammar. ONB

565. A PSYCHOLINGUISTIC RATIONALE FOR FLES by Josephine R. BRUNO and Seymour O. SIMCHES, Tufts University, Medford 55, Mass., in The French Review, May 1962, pp. 583-586.

In this paper we discuss the application of linguistics and the psychology of learning to the teaching of FLES. We feel that in addition to the two commonly-mentioned requirements for a good FLES program, (qualified teachers and continuity), this third, a linguistic and psychological rationale, is equally important. While having been strongly convinced of the value of FLES for many years, we welcome the new insights which both the linguist and the psychologist can give us. Several such insights in the areas of interference and habit formation are discussed. The dialogue is shown to be a sound FLES method from both standpoints since it takes habit formation (and age level) into account and provides for mastery of the sound system and structure of a language. JRB, SOS

566. FINAL CLUSTERS IN ENGLISH by Leslie A. HILL, Shafts House, West Meon, Petersfield, Hants, England, in English Language Teaching, July 1963, Vol. XVII, No. 4, pp. 167-172.

In this article I give a list of final consonant clusters that occur in RP (Standard Southern British English). This list is preceded by an analysis of these clusters into different types, and followed by advice on how to teach them. LAH

567. FOREIGN LANGUAGE TEACHER CERTIFICATION BY EXAMINATION, Report on Results of Spring 1963 Administration to Candidates, by Norman D. KURLAND, New York State Education Department, Albany 1, N.Y., 1963.

The examinations were given as part of a new College Proficiency Examination Program which will enable qualified individuals to earn college credit and meet some teacher certification requirements without attendance at regular college courses. One hundred twenty-seven candidates, mostly foreign born and educated, took the tests. Cut-off scores for provisional certification were based on the means of scores achieved by all teachers taking the tests at the beginning of NDEA-sponsored 1962 summer institutes. The permanent certification cut-off was set a standard deviation above the mean. Forty-one candidates passed all seven parts of the examination, and seventy-two others passed the four skills tests only. Most of the skills tests means were 1½ standard deviations above the means of the institute teachers. NDK

568. TEACHING ENGLISH TO SPEAKERS OF HINDI: I, THE APPROACH by Manindra K. VERMA, Bihar Educational Service, Patna, India, in Language Learning, 1962, Vol. XII, No. 4, pp. 273-280.

In this article I have tried to explain the problems of teaching English to Hindi speakers in the context of the present position of English in India and the need for its reorganization on sound linguistic principles. Since every language is a system defined by the mutual relationship of its contrastive elements, the chief problem in learning a foreign language is not only learning some new and non-comparable elements in the target language but the new kind of relationship that even the comparable elements--partially or even totally identical in their manifestation but different in their function--may have. Learning a foreign language, thus, is essentially learning a new system of contrasts. MKV

569. STRUCTURAL LINGUISTICS--ANOTHER VIEW by Norman D. HINTON, St. Louis University, St. Louis, Mo., in The Classical Bulletin, March 1963, Vol. XXXIX, No. 5, pp. 68-70.

In this article I answered an objection by Professor A. M. Withers regarding descriptive linguistics as opposed to traditional grammar. I suggested that (1) a grammar must describe the language it treats, and that Latin grammar does not describe English; (2) that Latinate rules can not be imposed on a basically Germanic language without extreme hybridization; (3) that vocabulary is the least stable part of a language, and that to approach grammar through Latin etymologies is to ignore the necessities of teaching English structure; (4) that grammar and rhetoric are not synonymous, and that to identify grammar and "expression," or "clarity of prose," is mistaken. Finally, I expressed hope that classicists will make an open-minded investigation of modern linguistics and consider possible uses of its tools in teaching Latin. NDH

570. AN ACTIVE LANGUAGE TEACHING METHOD by Madeline E. KOVACH, Tufts University, Medford 55, Mass., in The German Quarterly, May 1963, Vol. XXXVI, No. 3, pp. 279-286.

In this article I have contrasted the characteristics, advantages, and disadvantages of the translation-grammar and the oral-aural (direct) teaching methods. The former is a process based on that traditionally used for Latin, associating the native language with the foreign one and presenting it only visually. The latter eliminates any association with the native language and presents the foreign one for a long time only aurally. Thus, they are opposites: one being abstract, analytically-deductive, the other practical, perceptually-inductive. Advantages: the translation method is useful for graduate students' exams and further professional readings, the direct method for social contacts. Disadvantages: the former gives reading skills, but no way of communicating. The latter does not fulfill the needs of the mature student who wants to understand the grammatical structure of the language; the direct method does not satisfy this need for some time. It requires optimum conditions, specially trained teachers, etc. Thus the need for a compromise system which combines the advantages of both and does not require optimum conditions. It develops all four skills right from the start and is based on the principle that any material can be read, grammatically analyzed, and discussed orally or in writing. Grammar rules, vocabulary, idioms, speech patterns will be both memorized and freely used in speech and writing. Except for grammar explanations, the class language will be German. Other tools: discussions on reading materials, also skits and dialogues. The students will enter the intermediate stage equally versed in oral, aural, and written German. By now reading is comprehensive; only higher grammar points are analyzed. Paraphrasing, synonym substitutions, sentence simplification, etc. will call attention to linguistic points as well as to literary values. In summary: the language in all phases will lead more evenly to our goal: the understanding and enjoyment of foreign cultures. MEK

571. EDITORIAL by Edwin C. MUNRO, State University of New York, 135 Western Avenue, Albany, N. Y., in Language Federation Bulletin, September 1962, Vol. XIV, No. 1, pp. 3-4.

In this article we suggest that Foreign Language teachers take a look at internal conflicts which create misunderstandings and hinder teaching:

1. Oral versus written. Eventual mastery of both oral and written language is the goal; conflicts between the two methodologies produce chaos in the classroom. A compromise producing an integrated course might lead to competence in both areas.

2. FLES. Much criticism is due to ignorance of all the factors involved. FLES cannot work miracles; programs vary greatly in time and quality of teachers.

3. Communication versus literature. An absurd and unreal conflict. Literature is communication, and while literary vocabulary may be somewhat specialized, it must presuppose a knowledge of everyday language.

4. Audio-visual versus the teacher. Audio-visual materials are aids, and can supplement, but never replace the teacher. Teachers who fear machines must place a low value on their own worth. ECM

572. LA FAILLITE DE L'ENSEIGNEMENT DES LANGUES VIVANTES? Par Fr. CLOSSET, The University of Liège, in *Revue des Langues Vivantes*, Vol. XXVIII, No. 6, pp. 527-533. (Also in *Modern Languages*, Vol. XLIV, No. 2, pp. 52-57, and *Publications du Séminaire de Méthodologie Spéciale des Langues Germaniques de l'Université de Liège*, Didier, Brussels, VI).

On a beaucoup reproché aux professeurs de langues vivantes la qualité médiocre de leur enseignement. On leur a recommandé le recours aux moyens audio-visuels, sans tenir compte des circonstances difficiles de travail: les élèves sont mal préparés, leur connaissance de la langue maternelle révèle bien des lacunes, de même que leur méthode de travail, etc. Sans refuser la collaboration des 'auxiliaires,' il appartient surtout au professeur d'appliquer et de pouvoir appliquer avec profit la méthode mixte que l'expérience des dernières décades a mise en évidence: emploi de la (méthode directe) de la langue étrangère dans la mesure du possible, recours à l'intuition et à la divination, mais cela combiné ensuite avec la méthode indirecte ou grammaticale accueillante à tous les procédés de contrôle: traduction, version, thème, etc. Cette combinaison raisonnée permet--comme il se doit--de simplifier le travail, d'économiser les forces et le temps des élèves, d'éviter tout ce qui peut retarder le progrès... C'est au professeur capable et conscient de son rôle qu'il appartient de conduire les élèves au but, il faut leur fournir une ambiance qui crée des motifs d'activité, dans laquelle ils pourront faire preuve d'initiative. Pour ce faire, il faut une association étroite entre l'effort de la pensée du maître et celue de la pensée du disciple. Il ne sert de rien d'éblouir celui-ci ou de le subjuguer, il faut promouvoir l'effort. Fr.C.

573. *BRAUCHEN* AS A MODAL AUXILIARY by Marvin H. FOLSOM, Brigham Young University, Provo, Utah, in *The Modern Language Journal*, May 1963, Vol. XLVII, No. 5, pp. 187-189.

In this article I suggest that *brauchen* is the negation of *müssen* and may be used with the following words: *lediglich*, *kaum*, *ohne dass*, *nur*, *bloss*, *erst*, *nicht*, *kein*, *niemand*. I demonstrate that brauchen shows the formal characteristics of the modals with respect to the "double infinitive" construction, both as to form and word order and that it occurs both in current written and spoken German as well as in American textbooks for students learning German. I conclude by suggesting that *brauchen* be treated along with the modal auxiliaries beginning at the elementary level.

In the affirmative:	In the negative:
Er muss heute arbeiten.	Er braucht heute nicht zu arbeiten.
Er hat heute arbeiten müssen.	Er hat heute nicht zu arbeiten brauchen.
Ich weiss, dass er heute hat arbeiten müssen.	Ich weiss, dass er heute nicht hat zu arbeiten brauchen.

574. WHAT'S WHAT, A LIST OF USEFUL TERMS FOR THE TEACHER OF MODERN LANGUAGES by Donald D. WALSH, Modern Language Association, 4 Washington Place, New York 3, N.Y.

In this book I list 291 terms that the modern foreign language teacher should know in order to be in a position to understand the books and articles that he needs to read to be a knowledgeable member of his profession. The terms are drawn from linguistics, programmed instruction, laboratory technology, psychometry, and psycholinguistics

575. FRENCH AT MOUNT GREYLOCK by Gerard M. DAVIS, Mt. Greylock Regional High School, Williamstown, Mass., in Bay State Foreign Language Bulletin (University of Massachusetts), April 1963, Vol. VIII, No. 3, pp. 3-8.

In this article we show that, in any language sequence comprising elementary and high school grades, a coordinated program of methods and materials is necessary. This is especially true if these grades are taught in different school systems yet feed the same high school, such as the Regional High. This is a common problem in the United States. Our high school teachers here, supervising procedures, visit the elementary grades to teach French with the local French teachers. We have drawn up a program using the same materials and methods which should be realized by the 6th grade; all the phonology, a good deal of structure and an introduction to reading and writing. The program is based on MLA, A-LM, and prepared materials. At the 7th grade level the elementary grades are fused into the Regional High where a center of materials is set up: A-LM, Encyclopedia films, Language Laboratory, and modern texts. (From observations thus far the films are more motivational and produce more flexibility in conversation. Some of the tapes are more like test tapes than drills.) More intensified drills in structure and conversation with a greater reading extension precede the third year of high school and the pleasure of an introduction to literature in French. GMD

576. PATTERN DRILLS: HOW TO USE THEM IN THE CLASSROOM AND THE LAB by Frank M. GRITTNER, Department of Public Instruction, 147 North Capitol, Madison, Wis., in VOICE of the Wisconsin Foreign Language Teacher, Spring 1962, pp. 33-36.

In this article I describe the effective use of pattern drills in class and lab. Many teachers have not understood that the pattern drill is the missing link in a chain of skill development which begins with a specific dialog and ends ultimately when the student is able to apply patterns from the dialog to new conversational situations. In class pupils should not be called on in sequence. Instead the teacher should walk up and down the aisles selecting students at random. Since no one can anticipate being called on, everyone should have a response on the tip of his tongue whether he is selected or not. In lab drills, the correct response should always follow the student's attempt. He must give his answer within the conversational reaction time or he will be interrupted by the pre-recorded "reinforcement." The teacher must monitor constantly to be sure that students have proper control of the material. In all cases the student should know exactly what is expected of him. The purpose of the drill is not to test, but to provide saturation practice on essential language structures. FMG

577. THE SPOKEN WORD by Ruth R. CORNFIELD, Fordham University, 302 Broadway, New York, N.Y., in Educational Screen and Audiovisual Guide, February 1963, Vol. XLII, No. 2:418, pp. 82-87.

In this article I say that language is not the organized noise made with one's tongue, lips and the rest of one's vocal apparatus. Language is the concept behind the organized noise. Orderly concepts give true meaning to language. True language learning must be distinguished from mere imitation or mimicry. We form concepts as a result of experiences of all our senses. Thus adding sight to sound, making the student use two senses in place of one alone, adds a dimension to meaning. Visuals permit our students to see other people in their native habitat, at work, at play. This only visuals can do. No amount of pure sound can give the student so much meaningful language. RRC

578. THE STRUCTURE OF FRENCH by Theodore H. MUELLER and Edgar MAYER, Wayne State University, Audio-Visual Utilization Center, Detroit, Michigan, 1962, 276 pages.

The Structure of French is an analysis of spoken and written French based on the principles of structural linguistics. Accepting spoken French as primary and writing as a symbolization derived from and based on speech, the treatment further distinguishes "formal" from "informal" speech. Speech is presented, where necessary, in a phonemic transcription which is a modified IPA system, adapted for simplicity and clarity. The book is presented under four headings: Phonemic Structures, Morphemic Structures, Syntactic Structures, and Sentence Structures. The selection of structures is based on *Le Français Elementaire* published by the French ministry of Education. *The Structure of French* is a reference grammar for the student at the beginning and intermediate level. 276 pages. Available from Audio-Visual Utilization Center, Wayne State University, Detroit 2, Michigan. THM, EM

579. ENGLISH IN THE COMMONWEALTH: 6--NIGERIA by P. Drummond THOMPSON, The British Council, English Language Officer, Nigeria, in *English Language Teaching*, July 1963, Vol. XVII, No. 4, pp. 152-158.

In this article I say that the linguistic background in Nigeria is complicated by the three main languages and upwards of two hundred vernaculars, mostly strongly tonal and poor in vowel and diphthong sounds. English is usually begun at an early age, though this may vary regionally, and one of today's problems is to decide how far the vernaculars should be preserved. All are agreed, however, that young Nigerians should become competent speakers and writers of English. The main problem is the provision of an adequate number of proper teachers. In spite of the many frustrations, the keenness of the Nigerian Government and the willingness of the average Nigerian pupil should finally triumph, and certain Nigerian Training College Principals "are so devoted to the cause of national education that they will permit no racial differences or diversities in religious belief to impede in any way their work of wholehearted mutual collaboration." PDT

580. BINOMIALS AND PITCH ACCENT by Dwight L. BOLINGER, Harvard University, Cambridge 38, Mass., in *Lingua*, 1962, Vol. 11, pp. 34-44.

"Binomials" are the set phrases that favor a particular order (*odds and ends*, not *ends and odds*). Those that serve as pre-adjunct modifiers (*cloak and dagger play*, *lean and lanky frame*) seem to favor a last syllable that is either unaccented (*fine and dandy*) or open and sonorous (*spick and span*) or both. Experiments with improvised and nonsense binomials confirm these preferences. The explanation lies in the fact that speakers favor a succession of syllables in which the important, accented ones can be given pitch prominence: either they have weak neighbors that serve as the pitch foil, or they are sonorous enough to be drawled and provide their own foil. Since the following noun more often than not is stressed on the first syllable, the weak syllable or drawl is needed directly before it. DLB

581. FOREIGN LANGUAGES IN KANSAS SECONDARY SCHOOLS, 1961-62 by Minnie M. MILLER and George M. RUNDELL, Kansas State Teachers College, Emporia, Kansas, in The Emporia State Research Studies, March 1963, Vol. XI, No. 3, pp. 5-39.

In this article the authors studied statistically the Kansas high-school foreign-language situation in 1961-62 and compared it with a similar study made in 1953-54, showing an increase in eight years from 4.4% to 19.6% of students studying foreign languages in public secondary schools. In the eight-year period modern languages passed Latin in popularity. French and German showed the greatest gain, but Spanish led in total enrollments. The rapid growth of third and fourth-year classes is significant as is the increasing number of teachers who teach only one foreign language. The great shortage of teachers qualified to meet the Kansas 24-hour requirement means that many schools either must do without a language teacher or accept a sub-standard one even though the colleges and universities are graduating an ever increasing number of certified language teachers. The constant need is better preparation by means of audio-visual aids, summer study, travel abroad, and continued use of the language taught. MMM, GMR

582. CAN THE ENGLISH DICTIONARY TEACH PRONUNCIATION? by Harvant SINGH, Punjab Education Service, Hoshiarpur, Punjab, India, in Teaching English, January 1963, Vol. VII, No. 2, pp. 11-16.

In this article I say that English orthography being mostly unphonetic, a clear and precise separate notation is essential for showing pronunciation of words. This the common English dictionary fails to provide whereas a pronouncing dictionary such as Daniel Jones's English Pronouncing Dictionary (EPD) employing the International Phonetic Alphabet adequately does. The rendering in EPD is scientific and unambiguous, and it gives variants of pronunciation as well. But 'English Pronunciation' including, as it does, not only the utterance of individual words but also other sound attributes such as stress, rhythm and intonation, etc. cannot be wholly taught by even a pronouncing dictionary. For this the study of English phonetics and the use of available audio-visual aids is vital. HS

583. PREDICTING SUCCESS IN HIGH SCHOOL FOREIGN LANGUAGE STUDY by Edward O. HASCALL, Franklin College, Franklin, Ind., in Personnel and Guidance Journal, December 1961, Vol. XL, pp. 361-367.

In this article I attempted to determine the relative predictive value of certain variables--skills, aptitudes, interests and personal factors--in relation to success in high school foreign language study. The subjects were eight hundred boys and girls enrolled in first-year foreign language courses. The criteria against which the predictors were validated were teachers' marks and Cooperative Foreign Language Test scores at the end of the first year of language study. The findings indicated that (1) the relative predictive validity of the several variables varies from one sex to the other; (2) variables tend to show relatively greater predictive validity for boys than for girls; (3) the best predictors for both sexes and for both criteria seem to be teachers' marks in previous English courses and certain achievement and aptitude test scores; (4) there seems to be no significant relationship between the criteria and inventoried interests, languages spoken in the home, parents' educational background, students' educational and vocational plans, and students' expressed reasons for studying a foreign language. EOH

584. ENGLISH AS A SECOND LANGUAGE AND ENGLISH AS A FOREIGN LANGUAGE by Albert H. MARCKWARDT, University of Michigan, Ann Arbor, Mich., in PMLA (Publications of the Modern Language Association of America) May 1963, Vol. LXXVIII, No. 2, pp. 25-28.

In this paper I begin with a distinction between Teaching English as a Foreign Language and Teaching English as a Second Language. In those countries where English is taught as a foreign language we face widely varying situations which do have certain common elements. Our early involvements in teaching English as a second language go back to our experiences in Puerto Rico and the Philippines. Our technique was quite simple; we assumed that we had a typical American school, ignoring the fact that English was neither the first language nor the home language of the children and that they were growing up as products of a totally different culture. Fortunately we now have a more realistic view of the very complex problems with which we must cope, but there are still many unanswered questions and many aspects of the situation which demand considerable investigation and experimentation. Unless we move rapidly and decisively to fill these acute needs we are in danger of having others who are less qualified take over, or possibly even of sacrificing the favored position of English as a second language. AHM

585. ARE YOU REALLY HELPING YOUR CHILD LEARN SPEECH? by R. E. SHINE and J. J. FREILINGER, Scott County Public Schools, Iowa, in Today's Speech, April 1963, Vol. II, No. 2, p. 12.

In this article we state that parents are teachers of speech as they help their child learn and develop speech. Hearing speech sounds and imitating these sounds give the child practice in remembering speech sounds--each and collectively are necessary for the development of speech and language. A child who fails, for one reason or another, to learn speech sounds (he will not outgrow his speech difficulty) should be seen by a competent Speech Therapist. Hearing is closely related to speech and language development. Suspected hearing problems should be evaluated by a physician that the local medical society deems competent to provide such service. Parents, speech teachers all, have the first obligation to seek professional help for their child. RES, JJF

586. ATTITUDE TOWARDS WELSH AS A SECOND LANGUAGE by W. R. JONES, University College, Bangor, North Wales, in The British Journal of Educational Psychology, February 1949, Vol. XIX, Part I, pp. 44-52, and June 1950, Vol. XX, Part II, pp. 117-132.

In these articles an account is given of the construction of a Scale for measuring attitude towards Welsh as a second language, and its application to various groups of pupils between 11:6 and 15:5 in secondary modern schools in South Wales. The main conclusions were as follows: (1) Attitude to Welsh becomes less favorable with increasing age; (2) Girls show a more favorable attitude than boys; (3) The linguistic background of pupils is a potent source of influence on attitude; (4) Differences in intelligence do not seem to have a comparable influence in attitude; (5) Attainment in Welsh as a second language is increasingly influenced by pupils' attitudes in the later stages of the course; (6) The utilitarian value of Welsh is emphasized by a great majority of the pupils; (7) Interest in the oral aspects of language learning as opposed to a grammatical and more formal approach is much in evidence and appears to be as strong in the final year as it was in the first year of the course. The results are of value to those investigating factors which make for success in language-learning, and particularly so to those who are interested in the affective aspect of the learning process. WRJ

587. ADJECTIVES OF TEMPERATURE by Clifford H. PRATOR, University of California, Los Angeles 24, Calif., in English Language Teaching, July 1963, Vol. XVII, No. 4, pp. 158-164.

In this article I discuss the four English adjectives which we ordinarily use to describe temperature, their relationships to one another, and the way in which their meanings combine to cover a given area of experience. I then point out that Chinese, French, Spanish, and Tagalog cover the same area in quite different ways. The comparison permits me to pinpoint the difficulties which a native speaker of one of these languages will have in learning to use temperature terms in any other language of the group. Even so limited an exercise in linguistic analysis gives strong evidence to support the conclusion that "what is vocabulary in one language may be grammar in another. As linguists try to extend their contrastive analyses into the lexical area...they will almost certainly find it impossible to treat vocabulary and grammar as discrete entities." CHP

588. UNA LINGUA PER GLI ITALIANI by Emilio PERUZZI, University of Urbino, ERI (Edizioni Radio Italiana), via Arsenale 21, Torino, 1961, reprinted in 1962.

In this book I underline the fact that standard Italian has been through the centuries a language for written rather than everyday spoken usage. Therefore, large sections of present-day vocabulary vary according to the different regions, and are merely the Italianization of dialectical varieties. Since purely Tuscan usage is no longer regarded as a standard for the reasons I indicate (Florence is neither politically nor economically or culturally a center of today's Italy), there is no standard. (Within certain limits the same applies to pronunciation.) Political, social, and economic conditions are increasingly deleting the dialects and cooperate toward the creation of a national language standard which is greatly divergent from the language codified in conventional grammars and dictionaries. EP

589. LANGUAGE LABORATORIES--SOME COMMENTS by Terence J. QUINN, Maribyrnong High School, Victoria, Australia, in Babel, July 1963, No. 23, pp. 15-18.

In this article I comment on the views of a previous contributor who had dismissed language laboratories as only superficially attractive prestige equipment which made the teacher an impersonal manipulator of gadgets. I argue that laboratories make full sense only in the context of an audio-lingual and structural method, and illustrate the comparative efficiency of structure drills in classroom or laboratory. I stress the importance of planning the use of a laboratory before its installation, and warn against the tendency to confuse the mere machinery with a thorough mastery of the methodology that makes the machinery significant. TJQ

590. SEPARATING NOUN-ADJECTIVE CLASSES: A BASIS FOR CONTRASTIVE ANALYSIS by Robert J. DI PIETRO, Georgetown University, Washington, D.C., in Language Learning, Vol. XII, No. 4, 1962, pp. 303-306.

In this article we discuss criteria for separating noun-adjective classes in English and Italian. Our major point is that the discernment of structural differences across language boundaries magnifies deficiencies in the formulation of independent structural statements about either the target or the source language. RDP

591. LANGUAGE TEACHING TO FIRST FORM by Manuel GELMAN, Secondary Teachers' College, Melbourne, Australia, in Babel, July 1963, No. 23, pp. 11-14.

In this article I claim that the first year language class is the most important and demands the most skillful teachers; in it attitudes are formed, love of subject kindled, every linguistic skill acquired at simple level, and pupils employ spontaneously instinctive language-learning powers. Approach must be psychological rather than logical, concerned more with teaching child than subject. Success depends upon recognition of pupils' strengths and limitations and exploitation of such native tendencies as play (e.g. crossword puzzles, word building), curiosity (e.g. inductive teaching of grammar, identification of new vocabulary by intelligent guessing), imitation, construction and ownership (worthwhile projects) and self-assertion. Much transcription, audio-visual work, memorization and minimal use of native language are vital. MG

592. A NOTE ON IMPERATIVE DRILL by Charles RUHLE, The University of Sydney, N.S.W., Australia, in The Ceylon Journal of Education, October 1961, Vol. XVIII, No. 9, pp. 131-134.

In this article I endeavor to give a critical descriptive account of the language teaching technique known as Imperative Drill (sometimes called Do and Say). I relate it specifically to the Teaching of English as a foreign language and, on the assumption that it is usually introduced through the be + verb + ing construction, I list its principal merits as a presentational and drill device. I regard it as essentially a technique for the elementary stage and I indicate some demerits it may have if overused or prolonged beyond the elementary stage. I recommend certain teaching procedures and emphasize the usefulness of contrast in teaching a stock of common "action" verbs. CR

593. COLLEGE ENGLISH DEPARTMENTS AND PROFESSIONAL EFFORTS TO IMPROVE ENGLISH TEACHING by James R. SQUIRE, National Council of Teachers of English, Champaign, Ill., in PMLA, September 1963, Vol. LXXVIII, No. 4, Part II, pp. 36-38.

In this article I emphasize that the ways in which college English departments respond to the present crisis in English teaching will determine to a large extent the nature of changes to be made in school programs. The participation of leading scientists in reorganizing curricula in other subjects demonstrates Jerome Bruner's thesis that those who know a subject most deeply know best the great and simple structuring ideas around which a subject may be organized. But to be successful in promoting curricular reform, college English departments must find ways of working locally and nationally with all of the individuals and groups who influence the teaching of English, many of whom are described briefly in the article. JRS

594. A BRIEF COMPARISON OF THE TRADITIONAL, THE DIRECT, AND THE AUDIO-LINGUAL METHOD by Frank M. GRITTNER, Department of Public Instruction, 147 North Capitol, Madison 2, Wis., in *VOICE of the Wisconsin Foreign Language Teachers*, Spring 1962, pp. 28-31.

In this article I present a few basic criteria for identifying the traditional, direct, and audio-lingual methods along with a summary of the rationale for each. The traditionalist claims to give the student a solid framework of knowledge based on worthwhile writings rather than upon the gossip and cliches of insignificant people. Speaking ability can be added later, they say, if the student should happen to need it. Proponents of the other methods feel that, far from laying the groundwork for later practice, the traditional approach inhibits the learner. It forces him through a tedious three-way thought process from (a) idea, to (b) English, to (c) the foreign language, and it conditions him to trace through an absurd network of grammatical prescriptions prior to uttering a syllable. Under such conditions anything approaching natural speech is impossible.
A sample of the audio-lingual viewpoint follows: "We agree with the objectives of the direct methodologists and with their criticisms of the traditional method. However, they suffer from the delusion that one can duplicate the natural learning situation within the four walls of a classroom. Time is precious. It is inefficient to babble on to a room full of uncomprehending faces or to carry on a lengthy game of charades merely to put one point across. Instead the teacher should concentrate drill work on those areas which are so different from English as to invariably trip up the learner. The traditionalist largely omits oral practice; the direct methodologist is too non-selective in its use." FMG

595. MENTAL ABILITY AND PERSONALITY FACTORS IN LISTENING by Charles M. KELLY, New York State University College, Plattsburg, N.Y., in *The Quarterly Journal of Speech*, April 1963, Vol. XLIX, No. 2, pp. 152-156.

In this research project a group of industrial supervisors was given: a "surprise" listening test following a talk; two standardized tests of listening ability (Brown-Carlsen and STEP); the Otis test of mental ability; and the Cattell 16 Personality Factor Questionnaire. There appeared to be a definable difference between comprehension in a listening test and comprehension in a normal audience situation; general mental ability played a significantly greater role when the supervisors knew in advance that their listening comprehension was to be tested (.05 level). Based on scores obtained from the "surprise" test, good listeners were indicated to be more adventurous and more emotionally stable (.01 level). CMK

596. A STRUCTURAL APPROACH TO THE TEACHING OF FRENCH IN HIGH SCHOOLS by Freddy E. DAYAN, A. G. Ogilvie High School, Hobart, Tasmania, in *Babel*, July 1963, No. 23, pp. 19-23.

In this article I describe the application of my approach to the teaching of French at the A. G. Ogilvie High School. The "course" I have written and taught with success "places the basic structures of French at the centre of the stage and lets reading, grammar and vocabulary gravitate round them." Limited use of the mother tongue is advocated, but only "to present clearly and practise economically the newly acquired structures"; the emphasis is placed on "the oral and written use by the learners of the structures themselves as pupils apply them to real or readily imagined situations." FED

597. LA STRUCTURE DE LA LANGUE FRANÇAISE by Theodore H. MUELLER, University of Akron, Akron 4, Ohio, Wayne State University, Audio-Visual Utilization Center, Detroit, Mich., 1961.

La Structure de la Langue Française is a tape program for the language laboratory, consisting of 92 recorded lessons averaging 25 minutes each. Each tape lesson is a unit dealing with a single grammatical pattern of spoken French. The vocabulary is limited to 300 common words from Le Française Elementaire of Gougenheim. Lessons are cross-indexed to permit easy finding or reshuffling according to the sequence of any standard textbook for beginning French. A lesson may be used to establish, confirm or recover speaking control of a single structural element of spoken French. The series embodies the findings of current linguistic analysis, programmed according to Skinnerian "operant conditioning" principles. Each lesson moves by small steps from simple imitation through various kinds of manipulation, substitution, and alteration drills towards spontaneous production. The tape program was produced pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare. Available from The Audio-Visual Utilization Center, Wayne State University, Detroit, Michigan. THM

598. THE 1962 SUMMER INSTITUTES OF THE COMMISSION ON ENGLISH: THEIR ACHIEVEMENT AND PROMISE by John C. GERBER, University of Iowa, Iowa City, Iowa, in PMLA, September 1963, Vol. LXXVII, No. 4, Part 2, pp. 9-25.

In this report I try to indicate that our group of twelve Evaluators found the CEEB 1962 Summer Institutes a comprehensive and intellectually respectable program for improving the competence of high school English teachers. With one exception, the Institutes' aims tempered high hopes with realism. The instructors were recognized authorities in their fields. Strongly motivated, the participants were probably a cut above the usual summer school clientele. The literature course was deservedly the best received. Though manifestly helpful, the language course tended to be too full and operate at too technical a level for these participants. The composition course was a sobering experience for many but a valuable one; its chief weakness was that in some Institutes it tended to operate at too low a level. Without question, the workshop was the weakest aspect of the program. JCG

599. FOREIGN LANGUAGES IN PRIMARY EDUCATION: THE TEACHING OF FOREIGN OR SECOND LANGUAGES TO YOUNGER CHILDREN by H. H. STERN, Department of Education, University of Hull, England. Report on an International Meeting of Experts, 1962, held at the UNESCO Institute for Education, Hamburg. (Obtainable from UNESCO Institute for Education, Hamburg 13, Feldbrunnenstrasse 70, Germany.)

In this report various arguments for early second language learning are first reviewed and critically discussed. Next, practical experiments, reported from African, Asian and European countries, America and the USSR are described. The report, then, cautiously recommends widely acknowledged measures for introducing a language into the primary school. In a final chapter, contributed by J. B. Carroll, problems of research are outlined from an international standpoint. This study, which is based on the Hamburg meeting and material submitted in connection with it, is positively inclined to FLES-type activities but advises a critical and research-minded outlook on them. HHS

600. ODD -ERÍAS FOUND IN MEXICO CITY by Richard M. REEVE, University of Illinois, Urbana, Ill., in *Hispania*, March 1963, Vol. XLVI, No. 1, p. 143.

In this article I list a number of *ería* ending words noted in the Mexican capital, many of which, at least to my knowledge, have not yet been recorded anywhere. Some examples are: *churrería*--*churro* (doughnut-like pastry) shop, *juguería*--fruit and vegetable juice stand, *lonchería*--lunch stand (*lunchería* was seen once), *ostionería*--oyster shop (*ostrería* was not seen in Mexico City), and *tortería*--sandwich stand (torta = a type of sandwich made with buns instead of slices of bread). These unlisted words appear to be either specialized or of very recent origin and serve as another proof of the continued dynamic growth of the Spanish language. RMR

601. CURRENT TENDENCIES IN THE TEACHING OF MODERN LANGUAGES by Peter H. HOY, H.M.I., Ministry of Education, London, in *Modern Languages*, March 1963, Vol. XLIV, No. 1, pp. 11-20.

In this article I mention the urgent national demands for practical competence in modern languages. The resulting emphasis on the oral approach is reinforced by valuable developments in linguistics. Language laboratories and audio-visual aids offer great possibilities, not least in their influence on general teaching. There is an encouraging future for modern languages in primary schools, if due regard is paid to sound methods and to the wider concepts of primary education. In secondary schools a modern language should be presented as a means of communication which can lead to understanding of foreign life and culture. Adult education is a spearhead of methodological advances. The linguistic scene is a complex of new pressures and new opportunities, among which the teacher remains the key figure. PHH

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"Keep abreast to Stay ahead"

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602. BRIEF ANALYSIS OF THE KEATING REPORT by A. Bruce **GAARDER** and Joseph C. **HUTCHINSON**, U.S. Office of Education, Washington 25, D.C., October 1963, 4 pages.

In this paper we present ten comments on Keating's study. 1. The effectiveness of the LL depends on how it is used, not on its mere presence. Effective use involves five factors: (a) Teachers interested and skilled in using equipment and materials. (b) Materials which develop listening-speaking skills and closely integrate class and LL learning. (c) Testing and grading with due weight on achievement in listening-speaking. (d) Student practice sessions adequate in frequency and length. (e) Equipment of good quality. Unfortunately, Keating made no attempt to evaluate these five variables. 2. To the extent it was used, the LL taught almost as well as the teachers did. 3. Keating's data was for '61-'62. Adequate FL materials, designed for use in class and LL in high schools appeared in '61 for Level I, '62 and '63 for Levels II and III, and Level IV is not yet available. 4. Adequate standardized tests of listening-speaking in the schools will be available in '64 from MLA-ETS. 5. In the twenty-one schools covered, modal use of LLs was only one period per week. Yet in 866 schools elsewhere, LL practice sessions were 3-5 times per week in 37%, 2 per week in 36%, and 1 per week in only 27%. A 1963 NYC study in ten high schools documents dramatic gains achieved by regular, frequent LL practice. 6. LL and non-LL designations did not indicate whether or not recorded materials were used in classwork. 7. LLs are primarily for developing listening-speaking skills, only secondarily for reading. 8. The pronunciation test used was of questionable validity and not adequate to test speaking. 9. LLs were widely accepted before NDEA by those committed to developing oral skills. 10. Schools have spent for LLs about $15 million of Federal funds under Title III NDEA. The "nine digits" figure is obviously exaggerated. ABG, JCH

603. LINGUISTICS AND PHILOSOPHY by Jon WHEATLEY, Queen's University, Kingston, Ontario, Canada, in Linguistic Reporter, August 1963, Vol. V, No. 4.

In this paper I investigate briefly the connection between some modern trends in both philosophy and linguistics; in particular, between trends in Descriptive Linguistics and contemporary Linguistic Philosophy. Both disciplines have turned away from considering ideal languages and towards a detailed study of our own language in all its aspects. Philosophers, or at least the more enlightened philosophers, have come to realize that only by studying the tool with which they must necessarily work can they avoid the "bewitchment of their intelligence by language." It is suggested that both linguistic philosophers and descriptive linguists have much to learn from each other. JW

604. THE PRONUNCIATION OF A GLOTTAL STOP by K. RINGGAARD, Institut for Jysk Sprog-og Kulturforskning, Universitetet, Aarhus, Denmark, in Phonetica, 1963, Vol. VIII, No. 4, pp. 203-208.

In this study I investigate the glottal stop, or the glottalized oral stops, of the dialect of Western Jutland, Denmark, by means of different instruments. This is made possible because of the fact that in this dialect the glottalization has acquired a distinctive function, contrary to what is the case in other languages. The kymograph and the spectrograph have been used. An X-ray movie film of the movements of the vocal cords has been taken. The pressure has been measured by means of a needle inserted below the cricoid cartilage. Finally, X-ray kymography was made of the diaphragm, the result being that the glottalized oral stops are neither explosives nor implosives nor ejectives, but unaspirated non-plosives with equalized air-pressure. See also the author's book: Vestjysk stød. Aarhus, 1960. KR

605. PRIMARY SCHOOL FRENCH by F. Irene CALVERT, University of Durham, Durham, Great Britain, in Modern Languages, September 1963, Vol. XLIV, No. 3, pp. 111-113.

In this article I describe an experiment by a lecturer and students in teaching French to thirty-two children aged seven to nine in a primary school once a week, repetition kept up for the rest of the week by the class teacher, not a French specialist. The method, described in some detail, was oral, without visual aids; the language learned was put to use at the end of each lesson in playing a game; certain forms (e.g. the negative) were thus introduced indirectly. Conclusions: optimum length of lesson 20-30 minutes, size of class about 20; children of low general attainment gained confidence through success in French; University Departments of Education might usefully make more such contributions to Primary School French teaching. FIC

606. THE U.S. OFFICE OF EDUCATION LOOKS AT PROJECT ENGLISH by Ralph C. M. FLYNT, Associate Commissioner for Educational Research and Development, U.S. Office of Education, Washington, D.C., in PMLA, September 1963, Vol. LXXVIII, No. 4, Part 2, pp. 30-32.

In this article we report that the U.S. Office of Education considers Project English one of the most promising developments that we have seen in a subject matter discipline. Project English is an expression of the growing Federal concern for excellence in education, and is in the best of the traditions of United States education. Funds are made available through the U.S. Office of Education's Cooperative Research Program. Scholars in the fields of English and education, practicing curriculum development experts, teachers in secondary schools, and others with comparable responsibilities are carrying this Project forward in a fine manner. In an increasingly complex society, our young people must and can learn to read and write--and think--better than they do. Project English, it is hoped, will substantially supplement the steps already being taken toward these goals. RCMF

607. AN OPEN LETTER TO MODERN LANGUAGE METHODISTS by Stan J. SCOTT and Frank P. JUST, University of Melbourne, Victoria, Australia, in Babel, October 1963, No. 24, p. 34.

In this open letter we warn language teachers in Australia against an uncritical acceptance of teaching techniques that are at variance with certain aims which they continue to profess. We take exception to behaviourist-inspired theories that belittle human intelligence and transform the teacher into an animal trainer, question the soundness and originality claimed for Applied Structuralism, and suggest that the current disregard for the old problem of transfer of training thoroughly undermines any defence of Modern Languages in terms of help afforded English or of a heightened linguistic awareness. We ask our colleagues to temper their enthusiasm with rigour, and to remember that, though they speak of laboratories, they are dealing, not with inert matter, but with human beings who have a right not to be treated as guinea-pigs. Finally, we indict the prevailing spirit of Modern Language teaching as being anti-intellectualistic. SJS, FPJ

608. DES CHANSONS, PASSE ENCORE, MAIS DES POÈMES, À LEUR ÂGE! by Marie-Georgette STEISEL, Temple University, Philadelphia 22, Pennsylvania, in French Review, October 1963, Vol. XXXVII, No. 1, Part I of two parts, pp. 51-63.

In this article I claim that carefully selected short poems and excerpts of literary, esthetic, and cultural value could be quite helpful in the early stage of the language training of young Americans. Starting with folklore rhymes and "syllable games" to ease pronunciation, using repetitive graded vocabulary, e.g. "Tournez, tournez, bons chevaux de bois..." (Verlaine), "Chat, chat, chat..." (Tristan Klingsor), and choosing the linguistic patterns most frequently used in daily conversation, e.g. "Je te donne pour ta fête..." (Max Jacob), "Mon père m'a donné..." (17th century dance) would help these sensitive minds acquire the oral skills of a foreign language, at the same time instilling them with a welcomed receptivity for intellectual riches. M-GS

609. TEACHING THE PAST HISTORIC AND THE IMPERFECT IN FRENCH by Kenneth VARTY, University of Leicester, Leicester, England, in Modern Languages, June 1963, Vol. XLIV, No. 2, pp. 74-80.

In this article I argue that one must first fully understand the functions of the present tense in both French and English if one is to understand the meaning and function of the imperfect and past historic for, by and large, the French imperfect corresponds to the English "incomplete" present and the past historic corresponds to the English "complete" present. Modern French practice does not conform to traditional usage: since the mid-nineteenth century the imperfect has been used with increasing frequency where one might expect the historic. It is clear that this usage originally had an artistic effect whereas nowadays it has little, if any, artistic effect. Eventually this may precipitate the disappearance of the past historic, the past anterior and the imperfect subjunctive. KV

610. SURVEY OF LANGUAGE TEACHING IN AUSTRALIA - AN INTERIM REPORT by Olive WYKES and Catherine M. BERRY, University of Melbourne, Victoria, Australia, in Babel, October 1963, No. 24, pp. 9-13.

In this article we describe a survey of the teaching of foreign languages in Australia undertaken by the Faculty of Education in the University of Melbourne. The aims of the survey are to discover the incidence of foreign language teaching in Australian schools and to examine the evidence based on experiments which supports or refutes the claims commonly made on the value of foreign languages. Statistics are being collected from public and private schools showing the proportion of children of one school generation broken into city and country, boys and girls, Catholic, Protestant and government schools. The findings are as yet incomplete. Little valid research on the validity of the claims made for the teaching of foreign languages has been found. OW, CMB

611. LITERATURE IN THE DESCRIBING OF A LITERATE CULTURE by Howard Lee NOSTRAND, University of Washington, Seattle, Washington, in The French Review, December 1963, Vol. XXXVII, No. 2.

Literature offers valuable hypotheses concerning a culture and society. It also gives direct evidence both of the excellence achieved by a people and of its usual behavior patterns. On the latter point, however, an author's conscious representation of the patterns--as distinguished from his unconscious exemplification of them--constitutes only one person's view. Literature's relation to society (as reflection, innovator, and instrument of social control) has been more thoroughly studied than its relation to the culture of which it is a part. Studies are needed that will distill literary evidence of values; the "ground of meaning" assumptions of a people; empirical beliefs; language, paralanguage and kinesics; humor; and the expressive forms of literary art related to those of the other imaginative arts Particularly promising is the kind of study that abstracts main themes, "because it leads to central meanings which confer significance on diverse manifestations of the culture." More studies are needed, finally, which place literary works in two external perspectives: historical and cross-cultural. "Now that Westerners are coming to recognize the necessity of a perspective embracing the non-Western cultures, the pioneering capacity of literary studies is called upon for a further range of service to human understanding--as important, possibly, as is the cherishing enjoyment of literature itself. In my opinion, the two values need not conflict." HLN

612. THE GOLDEN PEACHES OF SAMARKAND: A STUDY OF T'ANG EXOTICS by Edward H. SCHAFER, University of California, Berkeley, California, University of California Press, Berkeley and Los Angeles, California, 1963.

In this book I discuss the profound effects on the life, language, and thought of the Chinese of the T'ang period, of material imports, including human beings, animals, birds, plants, foods, aromatics, drugs, textiles, pigments, minerals and jewels, metals, secular and religious furniture, and books. This mass of exotica was immediately responsible for changes in fashion (living in Turkish tents, eating Indian foods, playing Central Asian lutes) and ultimately for changes in literary taste (ninth century tales of wonder in which the mystery, power and excitement of foreign wares are prominent; new and sometimes fantastic imagery in poetry). EHS

613. CONVERSATION AND SPOKEN PROSE by David ABERCROMBIE, University of Edinburgh, Scotland, in English Language Teaching, October 1963, Vol. XVIII, No. 1, pp. 10-16.

In this article I discuss certain aspects of spoken language. Many different sorts of linguistic events come under this heading, but two important types are spoken prose and conversation. The former claims to represent spoken language in plays, novels, radio news bulletins, and so on; but the latter ought to be considered the true representative of spoken language. Although an incalculable amount of it occurs every day in the world, it has hardly been described at all either from the phonetic, the phonological, or the grammatical point of view. Most language teaching today claims to be based on the spoken language; but what it is really based on is spoken prose, not conversation. DA

614. TEACHING A PRONUNCIATION PROBLEM by Joris E. STRAIN, University of Michigan, Ann Arbor, in Language Learning, 1962, Vol. XII, No. 3, pp. 231-240.

In this article I have attempted to outline how linguistic and pedagogical insights may be brought to bear on the teaching of a pronunciation problem. In summary form are the following: (a) basic "what" propositions and "how" principles, (b) an application of the former to discover the nature of a pronunciation problem (for example, high-front vowels for Iranians), and (c) application of the latter to determine a procedure for teaching the problem. The remainder of the article consists of a lesson plan (with notes) illustrating the procedure. JES

615. FRENCH FOR SECONDARY SCHOOLS: A GUIDE TO MINIMUM ESSENTIALS by M. Phillip LEAMON, Indiana University, Bloomington, Indiana. Indiana State Department of Instruction, Indianapolis, Indiana, Bulletin 300, 1963.

In this booklet we have made a tentative attempt to outline (as we have also done in each of German, Latin, Russian, and Spanish for Secondary Schools) a philosophy of modern teaching by modern methods, the place and use of a language laboratory, goals for levels I, II, III, and IV, and have suggested some useful references. MPL

616. DIE ERÄUSSERUNGSVERBEN DES DEUTSCHEN von Karl Hermann ECKER, Goethe-Institut, 776 Radolfzell, Fürstenbergstr. 1, in Muttersprache, April-Juli/August, 1963, 73.

Im Sinne einer der Leistung nach zusammenwirkenden Gruppe von Verben erkennen wir im Althochdeutschen die aus primären Adjektiven abgeleiteten durativen ōn-Verben. Deren Eigenart sehen wir in der Möglichkeit, den im Adjektiv gefassten Inhalt gleichermassen verbal wiederzugeben. Die Kürzung der vollen Endsilbenvokale zum Mittelhochdeutschen hin lässt die ōn-Verben formal mit den gleichfalls aus primären Adjektiven abgeleiteten faktitiven ōn-Verben zusammenfallen. Treffen wir, formal nicht mehr geschieden, im Mhd. noch auf beide sprachlichen Möglichkeiten, wobei der durative Aspekt öfter zugunsten des inchoativen aufgegeben zu sein scheint, so ist im Nhd. die verbale Auffassung bestimmter im primären Adjektiv gefasster Seinsbereiche bis auf Reste (etwa $\frac{1}{3}$) geschwunden. Ahd. finden wir die Verbalprädikation, soweit das spärliche Material hier Schlüsse zulässt, in Seinsbereichen, die der Lebenswelt angehören, und das ist bei beinahe jedem primären Adjektiv der Fall. Die im Adjektiv enthaltene Eigenschaft erscheint im Verb als sich dauernd verwirklichendes Leben. Die Bindungen, die diese Verben eingehen können, gehören demnach der Welt des Lebendigen an, oder sie bringen ihr Subjekt unter die Auffassungsweise sich eräussernden Lebens. Im Sinne eines Wortstandes fassen wir folgende Verben unter die Eräusserungsverben (der Terminus stammt von L. Weisgerber, Bonn): albern, bangen, blassen, blauen, faulen, faulenzen, geilen, gleichen, grauen, grünen, kargen, kranken, kuschen, lahmen, lecken, morschen, siechen, wachen; ähneln, blödeln, brenzeln, dunkeln, frömmeln, klügeln, kränkeln. KHE

617. STRUCTURAL LINGUISTICS AND SYSTEMATIC COMPOSITION TEACHING TO STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE by Anita M. PINCAS, University of Sydney, Australia, in Language Learning, 1963, Vol. XII, No. 3, pp. 185-194.

In this article I outline a technique for teaching written English by controlled imitation rather than by inefficient "free composition." I base this technique, multiple substitution, on the substitution frame. On the principle of substituting variables in a frame, students can be taught to create new sentences while imitating given models exactly. The exercise is controlled habit-formation, with error minimized. The frame may be not only a sentence, but also a paragraph, or a whole essay, and the variables may be word-types, clause-types, sentence-types, paragraph-types, or literary devices (e.g. point of view, time shift, etc.). AMP

618. COORDINATION AND CONTINUITY IN THE FOREIGN LANGUAGE PROGRAM by M. Phillip LEAMON, Indiana University, Bloomington, Indiana, in International Journal of American Linguistics, April 1963, Vol. XXIX, No. 2, pp. 187-193.

In this article I support the case for cooperation and mutual planning among all persons involved in a foreign language department or program. I suggest the absolute importance of a continuous sequence in the language(s) being offered, even to the point of discontinuing a FLES program which does not or cannot articulate smoothly into the junior high foreign language sequence. MPL

619. BREAKTHROUGH IN FOREIGN LANGUAGES: THE AUDIO-LINGUAL APPROACH by J. Michael MOORE, Foreign Language Specialist, San Diego City Schools, Education Center, San Diego 3, California, in Journal of Secondary Education, October 1963, Vol. XXXVIII, No. 6, pp. 8-12.

A brief historical development of the audio-lingual method is given against (1) a background of the humanistic tradition in foreign language teaching of the past; (2) our linguistic inadequacies at the outbreak of World War II, and the abrupt awakening that followed; (3) the noble post-war efforts of the Modern Language Association to formulate new goals; (4) the trigger action caused by Sputnik, and finally (5) by 1958 the National Defense Education Act and its various titles, which constitutes the material and spiritual backbone of the present revolutionary breakthrough. An outline of the audio-lingual technique and what it stands for follows. The article closes with a warning. By calling attention to the historical mission of the United States as leader of the free world, it points to an inherent moral obligation, namely, the cultivation of the world's cultures and languages other than our own. "Our sheltered youth may not be fully aware of these implications, but the knowledge of a foreign language in the jungle of Viet Nam may mean the difference between life and death, just as the fluency in Spanish may mean the difference between clinching a sale in Venezuela or losing it." Common sense dictates that Beginning French à la "la plume de ma tante" is not spoken in Paris, nor do the people of Berlin conjugate verbs in the streets of their city. Herein lies the crux of the argument: the audio-lingual approach stresses meaningful phrases--not isolated words or grammar translation exercises. Why? Because language is life. It is an integral part of man's daily surroundings. Language should therefore be learned first, before it can be fully appreciated in works of literature. JMM

620. A CONTRASTIVE ANALYSIS OF THE SEGMENTAL PHONEMES OF GREEK AND ENGLISH by Andreas and Olympia KOUTSOUDAS, Indiana University, Bloomington, Indiana, in Language Learning, Vol. XII, No. 3, 1962, pp. 211-230.

This article has a dual purpose: (1) to predict the problems that will arise in teaching English pronunciation to native speakers of Greek and thus to provide a guide for the empirical solution to these and other problems, and (2) to provide an insight as to what will constitute a problem in language learning. The basis for (1) is a contrastive analysis of the segmental phonemes of Modern Athenian Greek and Mid-western American English, while the process of transferring to a second language habits acquired through familiarity with the native language--i.e., the concept of interference--serves as the basis for (2). AK, OK

621. CENTO ANNI IN CINQUE VENTENNI by G. DEVOTO, University of Florence, Italy, in Cento anni di lingua italiana, Milano, All'insegna del Pesce d'oro, 1962, pp. 5-20.

Ho delineato la storia della lingua letteraria italiana dividendola in cinque ventenni, nei quali modelli stilistici e teorie linguistiche hanno fatto capo argualentemente a scrittori o politici ben definiti: nel primo ventennio il Manzoni, nel secondo il Carducci, nel terzo il D'Annunzio, nel quarto il Fascismo nel sud complesso, nel quinto Benedetto Croce. Orrizontalmente, si assiste in ciascun ventennio alla lotta fra lingue letteraria e dialetti, alla diffusione dei tecnicismi, alla formazione di gerghi. GD

622. LA PREPARAZIONE DEI MANUALI MODERNI PER L'INSEGNAMENTO DELLE LINGUE STRANIERE. CRITERI DIDATTICI by Renzo TITONE, Pontifical Salesian University, Via Marsala 42, Rome, Italy, in Orientamenti Pedagogici, July-August 1962, Vol. IX, No. 4, pp. 660-675.

In this article I have tried to indicate the man guidelines necessary for the preparation of sound language textbooks. I have first tried to classify the language teaching methods currently used into three chief categories (Formal, Functional, and Integral Methods), and subsequently I have applied the concept of "integral method" to the development of a language textbook. Particularly, I have thought of each lesson as articulated in three teaching steps: (1) a conversation or a reading text; (2) functional grammar; (3) drills (this is to be considered as the most important and decisive step). RT

623. SLURVIAN TRANSLATION AS A SPEECH RESEARCH TOOL by William TIFFANY, University of Washington, Seattle 5, Washington, in Speech Monographs, March 1963, Vol. XXX, No. 1, pp. 23-30.

In this article I report briefly on a test of language behavior termed a "slurvian" test, and on the success of its initial administration to 103 college students. Their behavior in translating such items as "Ah waits beep a light" (as "always be polite") was observed and the relationship between this translating ability and a number of interest, ability, and experience variables was briefly explored. The slurvian test was found to be highly reliable and possibly related to certain speech measures more closely than to a measure of school grades and interests. WT

624. UNDER-ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING (Final Report) by Paul PIMSLEUR, Donald M. SUNDLAND, and Ruth D. MCINTYRE, Ohio State University, Columbus 10, Ohio, April 1963.

We report on a study of FL under-achievement, a problem which affects 10 to 20% of all FL students. The study, performed under an NDEA Title VI contract, uses as subjects students in twelve junior and senior high schools. One principal cause of FL under-achievement is shown to be lack of coordination in the schools' FL program. Another is lack of auditory ability in some students. Data is presented concerning prediction of FL achievement, and factors which affect achievement, such as intelligence, motivation, attitudes, and personality. The need is stressed for further study of auditory ability. Suggestions are made for improving FL programs to reduce under-achievement. PP, DMS, RDM

625. MAN AND MACHINES IN LANGUAGE TEACHING by Paul E. KING, Consultant, Educational Electronics, 19 Grand Avenue, Englewood, New Jersey. Address presented at International Audio-Visual Technical Center Foundation, April, 1963.

In this paper I relate the very recent development of today's language tools to the historic need for, and the historic lack of such tools. The new opportunities in language instruction--made possible in part by new tools--are then contrasted with some of the new problems as they arise from the use, as well as the incorrect or inadequate use of these new language tools. Finally, the new responsibilities arising out of this new man-machine partnership are discussed. PEK

626. A SECOND CULTURE: NEW IMPERATIVE FOR AMERICAN EDUCATION by Howard Lee NOSTRAND, University of Washington, Seattle 5, Washington, in Curricular Change in the Foreign Languages, Educational Testing Service, Princeton, New Jersey: College Entrance Examination Board, 1963, pp. 32-45.

Our culture-wide values of cross-cultural perspective and an international community of peoples provide common ground for a curricular objective: an understanding of the nature of cultures and societies, and of how they are transmitted. Understanding requires both knowledge about and experience of. But the experience that will make real the meaning of cross-cultural generalizations has to be concrete experience of actual sociocultural realities--one's own and at least one foreign system--even if the experience used to bring to life the descriptive knowledge of the second culture must be assimilated vicariously through films, literature, etc. Our common values thus make a second culture an educational imperative, in our time when international community is precarious. The parts of the second sociocultural system that one needs to comprehend include the value system; key assumptions about reality; key words and structures of the language; humor; art forms, especially literature; social institutions; geographical adaptation; and personality characteristics. A modest competence in the language makes the learning of these so much more efficient, and can be acquired so economically, that the acquisition of the language competence is now justified as a means to the essential objective of cross-cultural understanding--i.e., as a matter of individual self-fulfillment--without regard to the further fact that it increases the person's capacity to contribute toward a good society through cross-cultural communication. To absorb a second culture into the brimful curriculum requires these practical measures: an interdisciplinary synthesis of the understanding to be imparted; the assignment of its items to the proper age levels; and the building and coordinating of sequences which will utilize each age-level's power of comprehension so as to build an adult understanding by the time the learner assumes the responsibilities of adulthood. Most difficult is the synthesis of enlightening knowledge about the target sociocultural systems and about societies and cultures in general. This requires an endeavor organized separately from the parallel enterprise of educational application. Past generations have attempted synthesis at the applied level and have failed. If the past cyclical pattern continues, our chance depends on what we do by 1970. HLN

627. ARTICULATION IN THE TEACHING OF FOREIGN LANGUAGES by Donald D. WALSH, MLA, in Curricular Change in the Foreign Languages, Educational Testing Service, Princeton, New Jersey: College Entrance Examination Board Colloquium on Curricular Change, 1963, pp. 62-67.

In this article I stress the need for long sequences of language study and for the necessity for separate sequences: the ten to twelve year sequence that begins early in the grades, another six year sequence beginning in grade VII, and still another beginning in grade X. Provision for articulation must be made not only at the major stress points (elementary school to junior high school, junior to senior high school), but from grade to grade and from teacher to teacher. I speak of the transition from school to college and express the hope that college language teachers will keep trying out each incoming freshman group to see if they can understand him when he lectures in the foreign language. They may surprise him! DDW

628. LANGUAGE LABORATORY LOGIC by Benedetto FABRIZI, Boston College, Chestnut Hill 67, Massachusetts, in Bay State Foreign Language Bulletin, October 1963, Vol. IX, No. 1, University of Massachusetts, Amherst, Massachusetts, pp. 20-22.

In this article I try to re-appraise certain practices and attitudes still prevalent among many laboratory users: 1) modes of operation, 2) the taking of attendance, 3) the role of laboratory work, 4) measures for checking this work, 5) the feasibility of the "library system" in secondary schools, 6) the role of teachers, 7) supervision. Some conclusions: 1) the "library system" is the most effective mode of laboratory operation and the only system geared to the individual needs of the students; 2) the taking of attendance is time-wasting and useless; 3) the real reason to go to the laboratory is to practice and study, to do homework; 4) if laboratory work is considered necessary and important, as it should be, the only way to check it is by interrogation, quizzes, tests; 5) adoption of the "library system" in secondary schools is desirable and possible, at least on a partial basis; 6) the role of the teacher is to teach; 7) student supervision is unnecessary; 8) a laboratory supervisor is needed as is a librarian in the library. BF

629. PROBLEMS IN CULTURE TEACHING by H. Ernest LEWALD, Carleton College, Northfield, Minnesota, in The Modern Language Journal, October 1963, Vol. XLVII, No. 6, pp. 233-236.

In this article I examine professional opinions on the need for a systematic introduction to foreign cultures and possible ways to bring cultural anthropology to the foreign language classroom. Enough evidence has accumulated to show that existing culture and civilization courses as well as their corresponding tests are not suited for a methodical interpretation of a society, its structure, values and attitudes. A possible solution could be provided by the adoption of tests stressing a monocultural or comparative-cultural approach and the availability of teachers who are capable of evaluating cultural patterns meaningfully. Thus an interdisciplinary effort between sociologists and foreign language teachers should be encouraged to help the American student to understand foreign cultures. HEL (R)

630. EINE ÜBERSICHT ÜBER DEN STAND DER DEUTSCHEN LINGUISTIK by W. G. DROESCHER, University of Auckland, Box 2175, Auckland, New Zealand, in Deutschunterricht für Ausländer, Vol. XIII, No. 1/2, pp. 27-34.

This article is a survey of recent investigations into the structure of German carried out on both sides of the Atlantic. Problems of vowel description are discussed (long-short, open-closed, tense-slack). Professor Pfeffer's work on the Grunddeutsch is mentioned, particularly with reference to frequency counts of vocabulary. The two different approaches of American and European grammarians are stated, the former excluding, the latter including, considerations of "meaning." The linguists' approach to language has changed teaching methods (drills, language laboratories). In institutes for machine translation important aspects of grammar are worked out. Names of researchers and research institutes are given. (Bibliography available.) WGD

631. LITERATURE IN LANGUAGE TEACHING: A FRENCH VIEW by Elizabeth S. BLAKE, Wellesley College, Wellesley 81, Massachusetts, in Newsletter of the Modern Language Association Conference on the Language Laboratory and the Teaching of Literature, May 1963, Vol. II, No. 2, pp. 1-3.

In this article I discuss the use of literature in audio-lingual teaching of English as FL as proposed by M. M.-A. Béra in L'Education nationale (June 21, 1962, No. 23, pp. 19-20). Through suspenseful cumulative repetition, M. Béra's French students assimilate stories containing the essentials of English grammar. Each minute of the final narrative corresponds to one class hour. Unadapted short literary works are later used; advanced students thus prepared enjoy recordings of Shakespeare. M. Béra's idea offers a good transition from American FLES to reading programs. It also suggests that older students would profit from hearing reading assignments before preparing them. ESB

632. THE LANGUAGE LAB--GADGET OR GODSEND? by Frank M. GRITTNER, Department of Public Instruction, 147 North Capitol, Madison, Wisconsin, in Wisconsin Journal of Education, May 1963, Vol. XCV, No. 10, pp. 15-16.

In this article I point out some of the fallacies in studies which purport to measure language lab effectiveness by the "control group" method. First, claims of success or failure are questionable for want of proven methods of evaluation. Second, any such claims are meaningless unless accompanied by a precise statement regarding such variables as the following: How well does the lab function? Do staff members know what the lab can do and have they learned to perform all its functions? Is lab work limited chiefly to those aspects of the foreign language for which it was designed? Is there an ample supply of taped material closely correlated with the text which is suitable for laboratory use? Finally, it is actually too early to pass judgment on a device which has been in common use for only five years. FMG

633. THE VALUE OF HIGH SCHOOL FOREIGN LANGUAGE FOR THE STUDY OF COLLEGE INTRODUCTORY FOREIGN LANGUAGE by John E. MILHOLLAND, University of Michigan, and Jason MILLMAN, Cornell University, in The Modern Language Journal, October 1963, Vol. XLVII, No. 6, pp. 235-238.

College grades in French, German, and Spanish for 89 University of Michigan Freshmen who had taken no high school foreign language were compared with the grades in the same college languages of 460 Freshmen who had taken two years of high school language work but in a language different from the one they took in college. When controls for tested verbal ability and for grades in other college subjects were applied, there remained a statistically significant advantage in favor of the students who had taken two years language in high school. The authors conclude that it seems tc be justifiable to recommend to high school students that if they intend to go to a college where foreign language is required, they begin their language work in high school. JEM, JM

634. LANGUAGE WITHOUT TIME: CONCEPTUAL PATTERNS IN GRAMMAR by Kurt OPITZ, Connecticul College, New London, Connecticut, in Monatshefte, October 1963, Vol. LV, No. 5, pp. 277-281.

In this article I subject the contemporary use of tense forms in English, French, and German verb conjugation to a comparative analysis. This comparison permits the observation that 1) verb constructions are primarily identifiable by modal, and only in a derivatory sense by temporal, concepts as is seen, e.g., in the use of subjunctive forms; and 2) this modal aspect tends to reduce the conjugation pattern to the two actual forms of present infinitive and present perfect, suggesting an increasing shift in speech and writing towards the spontaneous creative element in language. This could lead to a re-interpretation of myth as a vital component part of artistic imagination. KO

635. MADNESS IN METHODS by Clifford J. GALLANT, Hollins College, Virginia, in The Modern Language Journal, October 1963, Vol. XLVII, No. 6, pp. 243-245.

In this article I maintain that courses in methods for secondary school language teaching candidates need not be an abomination. On the contrary, considering the madness written about and against methods courses, I offer a tried idea for a course in which students participate actively in presenting material to the group as if to a class. Following lectures, evaluation of the multitude of existing methods, texts, and materials, lesson plans are prepared and used in an actual teaching situation. Though not entirely novel as an idea, as a method it renders rewarding and significant results. CJG

636. THE AUTOPHONIC SCALE OF VOICE LEVEL FOR CONGENITALLY DEAF STUDENTS by Harlan LANE, Behavior Analysis Laboratory, University of Michigan, Ann Arbor, Michigan, in Journal of Experimental Psychology, October 1963, Vol. LXVI, No. 4, pp. 328-331.

In this article I provide additional evidence for the general conclusion that the speaker does not rely on loudness in judging his own vocal output--his autophonic level--and the listener does not rely on the speaker's autophonic level in judging his loudness. The autophonic scale of voice level was determined by the method of magnitude production for seven Ss with profound congenital deafness and found to be the same as that for speakers with normal hearing. HL

637. PREPARING STUDENTS FOR LITERATURE by Eva DORAN, South Kingstown School Department, Wakefield, Rhode Island, in The French Review, October 1963, Vol. XXXVII, pp. 80-81.

The assertion that students will not respond to the study of foreign literature except as it illustrates their particular interests and experience, while its appreciation must quite elude them unless they have complete linguistic control, reflects at the college level, a concern common to education at the secondary and elementary levels to consistently hold the young within their limits of language and maturity in exposing them to literature. This over-cautious approach under-estimates the capacity of the young students to grasp feeling and meaning by "total impact," hampers their ability to progress from feeling to understanding and inhibits their opportunity to develop, through a quickened awareness, a discerning mind. ED

638. LOANBLENDS: A TOOL FOR LINGUISTS by Donald M. TOPPING, University of Hawaii, Honolulu 14, Hawaii, in Language Learning, Vol. XII, No. 4, 1962, pp. 281-287.

In this article I attempt to show how loanblends can serve the linguist as a useful tool for corroborating his phonological and morphological postulates. A brief outline of Chamorro (of Guam) phonology is presented first, followed by examples of loanblends adopted from English, with accompanying explanations of the changes that had to occur before the original words could conform to the system of the borrowing language. If the changes adhere to the rules already postulated, the linguist may refer to other loanblends in the language to double-check his statements. The language teacher may also use such loanblends for vocabulary development. DMT

639. JANUS REARS HIS HEADS IN FLES by Gertrude MOSKOWITZ, Temple University, Philadelphia 22, Pennsylvania, in The Elementary School Journal, March 1963, Vol. LXIII, No. 6, pp. 329-335.

In this article this little discussed issue is analyzed: what happens when there are two authority figures in one classroom--the regular teacher and the FLES teacher. How much authority the room teacher turns over to the FLES teacher tends to influence the interaction of the latter with the class. Important to the success of FLES is the regular teacher's endorsement of the program, for the pupils' attitudes tend to mirror those of their classroom teacher. The arrangements between the two teachers vary from the room teacher remaining for all FLES lessons to his not staying for any. Advantages and limitations of different plans and some typically unpredictable situations which arise are discussed. Whichever plan is adopted, the FLES teacher should be given "squatter's rights" in the classrooms in which he teaches. A mutually satisfying relationship between the "two heads" of the class is the goal to be sought. GM

640. PUNCTUATION PROBLEMS FOR SPEAKERS OF GERMANIC LANGUAGES by Ann E. NICHOLS, University of Washington, Seattle, Washington, in Language Learning, 1962, pp. 195-204.

In this article I describe the syntactical constructions in which native speakers of German, Norwegian, Danish and Swedish tend to transfer punctuation conventions from their own languages to English (graphemic substitution): 1) Use of commas between independent clauses with close semantic relationship. 2) Use of commas between sentences joined by conjunctive adverbs. There is no comparable syntactical class in these Germanic languages. 3) Except Norwegian, use of commas to signal all dependent clauses whatever their syntactic function. Norwegians mark the ends of dependent clauses with commas, never the beginnings unless the clause is a non-restrictive adjectival modifier. AEN

641. LANGUAGE BOOKS IN PAPERBACKS by Frank A. RICE, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington 36, D.C., in The Linguistic Reporter, October 1963, Vol. V, No. 5, pp. 1-3.

In this bibliographical article I list and briefly annotate thirty-four books now available in paperback editions which are concerned variously with language as viewed by linguistic science (e.g. descriptive linguistics), with individual languages (e.g. English), with language from the standpoint of another discipline (e.g. communication theory), and with language and general education (e.g. collections of essays designed for use in freshman English courses). FAR

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"Keep abreast to Stay ahead"

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642. THE PREPARATION OF COLLEGE TEACHERS OF MODERN FOREIGN LANGUAGES by Archibald T. MAC ALLISTER for the Modern Language Association, August 1963, 44 pages. Also in PMLA, May 1964.

This report of conferences held early in 1963 recommends that lower-division courses in language and literature, now often entrusted to untrained and unsupervised assistants, be staffed increasingly by teachers who possess (a) competence in the language, (b) ability to plan and conduct elementary and intermediate courses in the language, (c) knowledge about current methods of language teaching, (d) ability to convey some understanding of the foreign culture, (e) ability to present effectively in the foreign language the literary masterpieces studied in lower-division courses. It urges graduate schools to add to the traditional training in scholarship the courses needed to develop these abilities; also that the abilities be tested at entrance and later by such means as the MLA Proficiency Tests; especially that the four language skills be certified by such tests before teaching is allowed. It stresses the need for stronger undergraduate majors with continuing formal language instruction, about half the last two years devoted to analysis of literature with a minimum of background material; it recommends supplementary courses in linguistics and cultural analysis; such preparation would greatly reduce graduate time needed to develop above abilities. For foundation language courses in college it urges more contact hours—at least one a day plus lab—audio-lingual approach and maximal use of the language, so that all upper-division and graduate courses may profitably be given in the language. To speed improvement in college teaching and ease graduate school adjustment, the report recommends federally financed summer Seminars similar to NDEA Institutes but on a graduate level, with assignment of appropriate credit. ATM, Box 190, Princeton, New Jersey.

643. 'PITFALLS OF PATTERN PRACTICE,' AN EXEGESIS by G. MATHIEU, Orange State College, Fullerton, California, in The Modern Language Journal, January 1964, Vol. XLVIII, No. 1, pp. 20-24.

In recent months a story has been circulated in various publications under the above title purporting to demonstrate that pattern drills are an exercise in idiocy which lead the student to say such non-language as "I am a table." Taking an ironic stance, I expose this story as OKP (Old Key Party) propaganda designed to undercut the New Key's platform and then demonstrate by a critical analysis that if the students learned nothing it was the fault of the teacher, not of the pattern drill. I suggest thirty steps that would have insured proper learning of the pattern. The procedure makes use of two different gestures for "repeating" and "responding," insures learning by means of "retracing," and gives the lie to the OKP canard that the audio-lingual approach is nothing but a "parrot method." GM

644. THE REASONING BEHIND THE PATTERN DRILL by Vincenzo CIOFFARI, D. C. Heath and Company, 285 Columbus Ave., Boston 16, Massachusetts, in The Canadian Modern Language Review, June 1963, Vol. XIX, No. 4, pp. 8-13.

In this article I outline the reasons which made it necessary to develop new techniques in modern language teaching. Bearing in mind the ultimate goal of language learning, the article traces the fallacies of misdirected traditional teaching and points out the improvements introduced by recent methods. By explaining the basis for the development of the pattern-drill approach, I try to prove that the present movement is solidly based on the factors which are essential learning and consequently determines a permanent new direction for the profession. I state in this article my belief that the pattern-drill approach is a synthesis of the techniques which have evolved as a result of recent studies on the nature of language and on the psychology of language learning. VC

645. RESEARCH ON TEACHING FOREIGN LANGUAGES by John B. CARROLL, Graduate School of Education, Harvard University, Cambridge, Massachusetts, in Handbook of Research on Teaching, edited by N. L. Gage, Chicago: Rand McNally, 1963, pp. 1060-1100.

In this article I review and summarize research in the teaching of foreign languages under the following headings: Methods of Instruction (Overview, General Comments on Research Strategy, Representative Research Studies Using Broad Comparisons, Pronunciation, Grammar and Structure, Vocabulary, Reading, Visual vs. Auditory Presentation, Instructional Aids, Teaching Machines and Programmed Instruction, The Pacing of Instruction, Travel and Immersion in a Foreign Language Environment); The Psychology of Bilingualism; The Student and his Characteristics in Relation to FL Instruction (Aptitude, Interests, Attitudes, and Motivation; Prior Language Training; The Age and Sex of the Learner); Adapting Instruction to the Characteristics of the Learner; The Measurement of Achievement in Foreign Language Teaching; The Foreign Language Teacher; Conclusion. There are 192 references. JBC

646. LANGUAGE INSTRUCTION: PERSPECTIVE AND PROSPECTUS by Nelson BROOKS, Charles F. HOCKETT, and Everett O'ROURKE, 721 Capitol Mall, Sacramento 14, California, in Bulletin of the California State Department of Education, November 1963, Vol. XXXII, No. 4, pp. ix-49.

This is a clearcut comprehensive statement to serve as basic orientation and as a guide for those engaged in helping the learner to control a second or even a third language in order that he may live a fruitful and happy life among the intermingling people of the future. The bulletin sets forth in concise terms the essentials of second language learning and expected competencies to be achieved by the students of languages whether they are in elementary school, high school, college, or university. The attainment of language control depends for the most part upon the student and the teacher but the total foreign language program in a district, a county, a state or a nation requires individuals to put forth full effort, groups to work cooperatively, and both individuals and groups to coordinate their efforts. NB, CFH, EO'R

647. MUSICAL TALENTS AND FOREIGN LANGUAGE LEARNING ABILITY by Channing B. BLICKENSTAFF, Purdue University, Lafayette, Indiana, in The Modern Language Journal, December 1963, Vol. XLVII, No. 8, pp. 359-363.

In this article I review research answers to this question: Is proficiency in the six Seashore Measures of Musical Talents (pitch discrimination, timbre, tonal memory, time, rhythm, and loudness) related to foreign language learning ability? There is good evidence that pitch discrimination is related positively and independently—though modestly—to the auditory comprehension of French and Spanish; timbre discrimination also appears to be related to French auditory comprehension; there is less evidence with respect to tonal memory, but the indications are that it may be unrelated to ability in foreign languages. Finally, the relationships of the remaining Seashore measures have apparently not been investigated, although research on native language abilities indicates that a pattern of small, but consistent relationships may indeed exist for these elements. CBB

648. SOME STATISTICS ON PORTUGUESE COURSES OFFERED IN U.S. COLLEGES AND UNIVERSITIES by David M. FELDMAN, University of Colorado, in Hispania, December 1963, Vol. XLVI, No. 4, pp. 785-791.

Statistics revealed by a query of eighty-seven U.S. colleges and universities offering Portuguese courses show 30% of all existing beginners' courses requiring students' proficiency in Spanish but few institutions offering parallel programs for students with and without such proficiency. No modern contrastive Spanish-Portuguese text is listed. Traditional texts are widely used, often supplemented by original audio-lingual materials. Audio-lingual courses exist but are institution- or government-sponsored and are not generally available. Lab use is often minimized by preference given "bulk" languages where lab space is restricted. Enrollments are kept small by curriculum planning in which less than 40% of responding institutions offer courses beyond the first year. Intensive experimentation with programmed courses and establishing a national Portuguese materials development and distribution center might neutralize some of these negative implications. DMF

649. THE FASCINATION OF PHONICS by John F. TRAVERS, Boston College, Chestnut Hill, Massachusetts, in Education, September 1963, Vol. LXXXIV, No. 1, pp. 19-22.

In this article I suggest that teachers can make phonics instruction more interesting by relating the history of letters to class work. If teachers are familiar with the history of letters, they can bring fascinating information about Egyptian and Greek symbols to their students. This is background information and should not be formally taught. It is a motivational device to aid pupils in understanding and using the phonetic elements. If pupils become aware that letters and words have symbolized ideas and things for thousands of years, language instruction becomes more colorful and meaningful. Specific examples and references are included. JFT

650. DO WE WANT CERTIFIED TEACHERS OR QUALIFIED ONES? by Theodore ANDERSSON, University of Texas, Austin 12, Texas, in The Modern Language Journal, October 1963, Vol. XLVII, No. 6, pp. 231-235.

In this article I suggest that these terms are not interchangeable, that certified teachers should be qualified, and that qualified teachers should be more easily certified. Using the approved program approach it is now possible, with the MLA FL Proficiency Tests for Teachers and Advanced Students, to evaluate a teacher candidate's FL competence, however it may have been acquired. Several states are already, by this means, tapping our resources of native speakers of other languages. It remains to define and evaluate teaching competence in a simple, functional way and to bring into FL teaching some of our qualified FL speakers. TA

651. HOW DO YOU RATE? by Lydia HOLM, Glenbrook North High School, Northbrook, Illinois, in Hispania, September 1963, Vol. XLVI, No. 3, pp. 605-609.

In this article I outline a five-point scale for the purpose of evaluating the qualifications of a teacher of modern languages. Evaluation is based on 1) the teacher's philosophy: attitude toward the culture of the foreign country; responsibility for student mastery and motivation; relationship with other teachers 2) his knowledge of subject matter: personal skills in the language; knowledge of structure, literature, history, and civilization 3) effectiveness in the use of modern teaching techniques and procedures: creativeness in presentation, explanation, and drill; effectiveness of presentation of classroom material, of use of drill materials for audio-lingual approach, in the use of drill and comprehension materials in the laboratory; ability in evaluating his techniques through students' progress; effective use of his voice. LH

652. SOME REFLECTIONS ON PATTERN PRACTICE by Robert L. POLITZER, Stanford University, Stanford, California, in The Modern Language Journal, January 1964, Vol. XLVIII, No. 1, pp. 24-28.

In this article I point out that there are teaching problems to which pattern practice is not applicable and that pattern practice must be taught in such a way that it helps the student to create sentences rather than to repeat them. RLP

653. THE NEW LOOK IN ACTUAL PRACTICE by Carl DELLACCIO, Tacoma Public Schools, Tacoma, Washington, in Hispania, September 1963, Vol. XLVI, No. 3, pp. 600-604.

In this article I describe the progress that the Tacoma Public Schools (State of Washington) have made toward a total audio-lingual foreign language secondary program in a period of two years. The following areas are touched upon as they relate to the progress: staff improvement, adoption of audio-lingual materials on a district-wide basis, purchase and use of electro-mechanical aids, articulation between junior and senior high school, the development of a six year sequence, and an experimental FLES program in Spanish that began in third grade and the plans for its articulation into junior high school. CD

654. USE 'CON' INSTEAD OF 'PARA' by Gerardo SAENZ, University of Arkansas, Fayetteville, Arkansas, in Hispania, September 1963, Vol. XLVI, No. 3, pp. 616-617.

In this article I say that the English preposition "for," as in the sentence, "I work for Mr. Smith" (when this means that one is employed by Mr. Smith), should be translated into Spanish with "con" instead of "para." In the circumstances defined, to say "Yo trabajo para el Sr. Smith," is tantamount to declaring that Mr. Smith is exploiting his worker. But a father may say, "Yo trabajo para mis hijos," if he means that he is sacrificing himself for his children, since this exalts him. So, "I work for Mr. Smith," as specified, should be translated into Spanish as, "Yo trabajo con el Sr. Smith." And "for," when it has the meaning herein defined, should be translated as "con." GS

655. TEACHING SPANISH DIPHTHONGS by J. Donald BOWEN, University of California (Department of English), Los Angeles 24, California, in Hispania, December 1963, Vol. XLVI, No. 4, pp. 795-799.

In this article I present arguments for revising the pedagogical presentation of Spanish diphthongs. The traditional description, based on orthography, is not as revealing or helpful as a description which takes account of the linguistic structure of these complex vowel nuclei as they actually occur in the spoken language. Textbook explanations will be much more logical and coherent if they use a notation which clearly represents the spoken language, so that data, analysis, classification, presentation, and transcription will all be self-consistent. JDB

656. THE PEACE CORPS: A NEW LEARNING SITUATION by Robert W. IVERSEN, Syracuse University, Syracuse, New York, in The Modern Language Journal, November 1963, Vol. XLVII, No. 7, pp. 301-310.

In this article I describe the experience of the Peace Corps' Training Division in obtaining the cooperation of American universities in designing and conducting special programs to prepare volunteers for overseas service. The objectives of the programs are defined, and the importance of relating all segments is stressed. The University of Iowa's training program for Indonesia is cited as an example of an integrated program. It is suggested that the approach and some of the techniques may be useful for regular undergraduate instruction. RWI

657. CORRECTNESS, RULES AND EXPLANATIONS by R. A. CLOSE, The British Council, Athens, Greece, in English Language Teaching (Oxford University Press), January 1964, Vol. XVIII, No. 2, pp. 51-58. (Part 1 of a 2-Part article).

In this article I define correctness in English as "complete effectiveness of communication, which is dependent on conformity with widely-accepted conventions," i.e. habits adopted in a community by common consent. There are varieties of English, each correct in its own context. It is unjustifiable to classify a widely adopted form as "incorrect" solely because it is not one we are familiar with, or because it breaks a "rule." So-called "rules" in English are often half-truths or over-simplifications. For the formal teaching of English, systematisation of usage, or a reduction of it to "rule," is essential. But to be valid, a rule must state or reflect the facts; and it is the facts of educated usage, not the rules themselves, that are the ultimate criteria of correctness. ("Explaining Usage" appears in a subsequent issue). RAC

658. THE TEACHING AND EXAMINING OF MODERN LANGUAGES IN SCHOOLS by Laurie F. NEAL, University of Adelaide, Adelaide, South Australia, in Babel, October 1963, No. 24, pp. 3-8.

In this article I compare the earlier methods of teaching foreign languages, based on experience of teaching the classical languages, with newer methods founded on the spoken word. The merits of the older methods included scrupulous grammatical accuracy in the written language. The price often paid for this was paralysis in the spoken language. The newer methods have brought greater command of the spoken language, sometimes at the expense of grammatical accuracy. This disadvantage does not necessarily ensue from the newer methods. Radical changes in examining foreign languages are needed in order to reflect these changes in teaching methods. Suitable changes are outlined in the article. LFN

659. PEACE CORPS AND LANGUAGES: AN INTRODUCTION by John L. LANDGRAF, New York University, New York, New York (on leave to Peace Corps), in The Linguistic Reporter, April 1963, Vol. V, No. 2, pp. 1-2.

In this article I present an initial review of the language program of the Peace Corps. At the end of 1962 the Peace Corps was operating in 42 countries with a total of 4,530 men and women over eighteen in training in contract American universities or in service overseas. The universities had taught or were teaching intensive courses for initial oral facility in 33 languages, including French, Spanish, and such "unusual" tongues as Thai, Nepali, Yoruba, and Quechua. In the near future some 2,000 Volunteers annually will be returning from their two-year service overseas, many with high-order language fluency and cultural experience hitherto rare in American experience overseas. JLL

660. THE LINGUISTIC CHARACTERISTICS OF PUNCTUATION SYMBOLS AND THE TEACHING OF PUNCTUATION SKILLS by Robert S. ZAIS, 95 Taber Avenue, Providence, Rhode Island, 02906, in *The English Journal*, December 1963, Vol. LII, No. 9, pp. 677-681.

In this research project I have attempted to determine the extent to which linguistic characteristics of punctuation symbols influence the effectiveness of a method of teaching punctuation skills. Fifty high school pupils were taught, by a single method, a variety of punctuation symbols which fall into groups bearing common linguistic features. The data gathered in evaluating pupils' progress in using these punctuation symbols correctly consistently indicate no correspondence between a punctuation symbol's linguistic characteristics and the effectiveness of a method used to teach skill in its use. Differentiated methods based on linguistic classification, therefore, seem unjustified. RSZ

661. PROJECT ENGLISH: THE FIRST YEAR by J. N. HOOK, University of Illinois, Urbana, Illinois, in *Publications of the Modern Language Association* (PMLA), September 1963, Vol. LXXVIII, No. 4, Part 2, pp. 33-35.

In this article I trace the developments during 1962 in Project English, an undertaking of the United States Office of Education to improve instruction in English on all academic levels. Ten curriculum study centers are under way, each developing and testing a sequential curriculum for specified grades and emphases. Several major conferences have been held: on needed research, on English for the culturally deprived, and on possible contributions of college English departments. More than thirty research studies have been started, dealing with reading, composition, linguistics, spelling, an institute program for upgrading of secondary teachers, and other topics. JNH

662. FRENCH PREPOSITIONAL PATTERNS IN LINKING A VERB TO AN INFINITIVE OBJECT by Pierre DELATTRE, French Department, University of Colorado, Boulder, Colorado, in *Modern Language Journal*, January 1964, Vol. XLVIII, No. 1, pp. 29-35.

To help linguists in composing learning sequences for the language laboratory, the mixed and incomplete lists of inter-verbal prepositions found in grammars are presented here in properly divided and complete pattern form. A total of 24 patterns exist in French, which belong to one of nine basic types. With preposition *à* before the infinitive, the first verb may have no noun object (*Il cherche à comprendre*), a direct object (*Il aide Jean à comprendre*), or an indirect object (*Il apprend à Jean à comprendre*). With preposition *de* before the infinitive, the first verb may have no noun object (*Il néglige de manger*), a direct object (*Il prie Jean de manger*), or an indirect object (*Il dit à Jean de manger*). With no preposition before the infinitive, the first verb may have no noun object (*Il va travailler*), a direct object (*Il fait travailler Jean*), or an indirect object (*Il fait comprendre à Jean...*). The vocabulary of first verbs presented in the article is nearly exhaustive. PD

663. THE BEWILDERED MODERN LANGUAGE TEACHER by Max ZELDNER, William Howard Taft High School, New York 57, New York, in The Modern Language Journal, October 1963, Vol. XLVII, No. 6, pp. 243-253.

The competent modern language teacher has been using successfully the time-tested multiple-sense approach in the teaching of foreign languages before, during and after World War II. The recent plethora of foreign language bulletins and pamphlets with their new nomenclature for the various language skills and drills, and frills, have not changed the basic laws underlying the learning of a foreign language. They have only served to confuse the teacher. Greater success can be achieved, especially in oral proficiency, when language classes are smaller and more time is devoted to its study. The language laboratory is a useful aid in the process of language learning, but no machine, however intricate, can replace the living teacher. The laboratory could be a valuable adjunct to the classroom, never a substitute; it should be used in addition to the class period, never in lieu of it. MZ

664. REPORTS OF THE KEATING REPORT by David M. CROSSMAN, New York State Education Department, Albany, New York, in American School and University, December 1963, Vol. XXXVI, No. 4, pp. 33, 38.

In this report I evaluated a research study by Raymond F. Keating entitled A Study of the Effectiveness of Language Laboratories, published by the Institute of Administrative Research, Teachers College, Columbia University, in 1963. I criticized Mr. Keating for not being concerned with the way in which the sample labs were being used, for supplying no data about the use of commercial versus locally prepared material, for assuming that higher paid teachers use language laboratories better than lower paid teachers, for making insufficient attempt to insure comparability between lab and no-lab schools, and for failing to pretest to establish a reference base. This study perhaps accurately assessed an existing situation, but has little inferential value. DMC

665. PEACE CORPS PROJECTS AT THE UNIVERSITY OF MASSACHUSETTS by James M. FERRIGNO, University of Dayton, Dayton, Ohio, 45409, in The Modern Language Journal, November 1963, Vol. XLVII, No. 7, pp. 323-327.

In this article I describe the language instruction portions of the total programs and conclude that they would have been much more effective if (1) we had had more lead time for proper planning; (2) we had received in time vital information as to starting and terminal dates, number and language aptitude of trainees, and an early and firm statement as to the level of proficiency required of trainees; (3) the host institution had made available from the start its strongest teaching talent; (4) the other Area Coordinators had not arrogated so much time as to short-change the language instruction program. JMF

MLabstracts

666. LANGUAGE LABORATORIES by F. Paul THOMSON, A.M. Brit. I.R.E., Inventor of the Language Laboratory. Currently conducting a Research and Consultancy Project on Ergonomics of Teaching Machines and Language Laboratories. 39 Church Road, Watford, Herts., England, in The Listener, November 14, 1963.

This article is the text of two radio talks I did for the British Broadcasting Corporation, to commemorate the anniversary of inventing language laboratories. Spare-time pre-war teaching of English to refugees from Hitlerism first interested me in making electronic aids to language teaching, which I continued right through to the time when commercially-made magnetic recorders became available in the early years of the war. Teacher-pupil hearing and diction problems are discussed against physical aspects of language and frequency characteristics. A simple hearing test for would-be linguists is given. Problems, advantages and some hygienic and anatomical dangers of language laboratory methods are indicated including suggestions on how equipment costs can be reduced by using it for instruction in a broader range of subjects. FPT

667. ENGLISH AS A SECOND LANGUAGE: TEACHING by Clifford H. PRATOR, University of California, Los Angeles 24, California, in Overseas, January 1964, Vol. III, No. 5, pp. 18-21.

In this article I try to identify the most significant current trends in methods of teaching English as a second language. Obviously, programmed instruction and transformational analysis must be considered. But programmed materials are methodologically neutral; they can be arranged to teach language by any given method. And transformational analysis, with all the advantages it offers, is more likely to lead to changes in content than to changes in instructional techniques. I find more methodological significance in a much less sensational development: an attempt to solve some of the problems of intermediate and advanced instruction by a redefinition and clarification of the roles of "manipulation" and "communication." From manipulative exercises designed to form new habits, "the teacher moves on, through activities in which the proportion of communication increases, until the language is being used for the purpose for which it was intended, communication." CHP

668. SUPERVISION IN THE FOREIGN LANGUAGE CLASSROOM: GUIDELINES FOR THE DEPARTMENT CHAIRMAN by Jerald R. GREEN, State Education Department, Albany 1, New York, in The Modern Language Journal, December 1963, Vol. XLVII, No. 8, pp. 366-368.

In this article I discuss the increasingly complex task of effective supervision in the foreign language classroom. Department chairmen and language supervisors are often obliged to use supervisory rating sheets devised by school administrators and which, for the most part, are much too general for their specialized purposes. Other supervisors and chairmen, for lack of a supervisory tool to assist them, record their observations in an haphazard fashion. In this article I present a tentative checklist of fifty publicly observable classroom and laboratory activities which will assist the department chairman in his supervisory duties. Each activity is designed to contribute to the development of pupil competency in the audio-lingual skills. JRG

669. DIALOGUE VERSUS STRUCTURAL APPROACH by Leo L. KELLY, Purdue University, Lafayette, Indiana, in The French Review, February 1964, Vol XXXVII, No. 4, pp. 432-439.

In this article I state that the use of dialogue as the vehicle for the presentation of each new lesson in a basic French course has proliferated under the impact of NDEA. I enumerate the psychological and pedagogical factors which support the use of dialogue, but point out that there is no experimental evidence to justify its wide acceptance. I then discuss the objections to the use of dialogue that can be derived from considering the learning situation, the learner, and the application of linguistics. I conclude that we need a more orderly and systematic method of presentation. I then outline the minimal step and sequencing procedure of Marty's monostructural approach and indicate that it seems better adapted than dialogue to the teaching of pronunciation, morphology, syntax, meaning, and free expression. I conclude that the superiority of such an approach would have to be determined by experience, but that the current widespread use of dialogue is certainly open to question. LLK

670. ON TEACHING RUSSIAN LITERATURE IN RUSSIAN by Horace W. DEWEY, University of Michigan, Ann Arbor, Michigan, in The Modern Language Journal, December 1963, Vol. XLVII, No. 8, pp. 371-375.

In this article I recommend teaching graduate-level Russian literature courses in Russian where possible. Certain transitional techniques may be necessary: a) in lecture courses basic information will have to be repeated, rephrased and summarized more often, and more illustrative examples given, than in English lectures; b) in courses with student participation in Russian glossaries of key terminology should be given the students and simple question and answer techniques employed at first, to be followed by more complex questions, study questions and topics, questions with "delayed answers" (distributed in advance) and, finally, well-planned "textual explication" procedures with passages read in advance by the entire class. HWD

671. A MULTIPLE RESPONSE DEVICE IN FOREIGN LANGUAGE LEARNING by Wayne G. PIRTLE, Merced College, P. O. Box 1270, Merced, California, in The Modern Language Journal, January 1964, Vol. XLVIII, No. 1, pp. 39-40.

In this article I reported on my experiences with an experimental (group) testing device with which all students can answer multiple choice questions simultaneously and their correct responses turn on lights on a panel in the front of the classroom. The advantages include immediate feedback information to the teacher on whether new language materials have been understood and assimilated. There is no need for the teacher to wait until the next quiz since a glance at the response lights will report the effectiveness of a new explanation or the retention of recently introduced materials. Also the students are provided immediate reinforcement for correct responses. In addition, an analysis of student responses can furnish information on the kinds and extent of errors and the need for more or less practice. And most important: students have shown consistent enthusiasm for the testing device for more than two years. WGP

672. GRADING by W. R. LEE, 16 Alexandra Gardens, Hounslow, Middlesex, England, in English Language Teaching, January 1964, Vol. XVIII, No. 2, pp. 82-88.

In this third instalment of my article I discuss factors which should influence the detailed grading of a foreign-language course and give examples from English. A language-teaching programme should not be based on language alone or situations alone. Frequent usages are not necessarily to be taught first. We should not decide to concentrate teaching effort mainly on those parts of the mother tongue which differ most from the foreign language, since a language cannot be regarded as a collection of independent parts and since those which differ slightly can offer difficulty too. Frequency counts can help to determine what to include in a course. Grading is a complicated endeavour, guided by numerous considerations, e.g. mutual dependence, avoidance of synonyms, 'demonstrability,' step-by-step progress, nature of the class, resources, other aspects of method. "Grading must start from language and from teaching circumstances, but most of all should consider the learner." WRL

673. IS THE TEACHING OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL WORTHWHILE? by Donna HUSSAIN, 1012 Acacia, Fullerton, California, in Elementary English, December 1963, Vol. XXXX, No. 8, pp. 821-824.

In this article I challenge the value of foreign language instruction at the elementary level. In the elementary school emphasis is placed on the verbal approach to language, the training of the child's ear and palate, yet classroom teachers with only a smattering knowledge of a foreign language are the primary teaching agents. The mobility of our population further downgrades the quality of instruction. Rather than utilize class time for poor instruction at the elementary level, time desperately needed for an effective program in the three R's, let us better prepare the student for high school foreign language study by a junior high course in comparative languages and intensified English grammatical instruction. DH

674. TEACHING ENGLISH LITERATURE TO WEST AFRICAN STUDENTS by Paul EDWARDS and David R. CARROLL, The University College of Sierra Leone, in English Language Teaching, October 1963, Vol. XVIII, No. 1, pp. 38-44.

In this article we criticise English Literature courses for foreign students which attempt to be comprehensive and historical, and which include works merely because they are established in literary tradition. The value of literature is in its relevance to the life of the reader, and for this reason, we have found such poems as Browning's "My Last Duchess," Wordsworth's "Michael," and Lawrence's "Snake" to be enjoyed in West Africa. In prose, more attention should be paid to African novelists like Achebe, and writers from India and the West Indies, as well as English or American writers whose works have an African setting, such as Cary, Conrad, Hemingway, or Lessing. In this way, literary studies will move from the familiar to the unfamiliar, and will become a living experience instead of an academic exercise. PE, DRC

675. THE PROFICIENCY LADDER by James S. HOLTON, University of Hawaii, Honolulu 14, Hawaii, in Hispania, December 1963, Vol. XLVI, No. 4, pp. 781-785.

In this article I describe a procedure by which the NDEA participant's own practice of his FL skills can be made much more purposeful. Typically, the diagnosis of his grammatical weak points and prescription of corrective work is not adequately done, with the result that his work in the lab is wasteful and repetitious. The procedure consists of a series of oral tests each on a different grammatical topic, to be administered in the lab. Each participant seeks to pass all of the tests before the end of the session. Motivation and purposefulness are greatly increased thereby. I also describe test item types for the various grammatical areas, discuss the manner of scripting the tests, and finally, suggest useful applications of the proficiency ladder concept in the normal class format. JSH

676. CORRELATION OF FOREIGN LANGUAGE SPEAKING COMPETENCY AND GRADES IN TEN MIDWESTERN LIBERAL ARTS COLLEGES by Klaus A. MUELLER, Beloit College, Beloit, Wisconsin and William WIERSMA, Jr., University of Toledo, Toledo, Ohio, in The Modern Language Journal, December 1963, Vol. XLVII, No. 8, pp. 353-355.

In this paper we report partial results of research performed pursuant to a contract with the U.S. Office of Education. We report data relative to audio-lingual competency of students and evaluation of students' over-all proficiency in beginning college courses. We conclude there is a high correlation of speaking test scores with grades suggesting that speaking ability is emphasized in foreign language instruction in our colleges and relative competency in speaking is reflected in course grades. It further suggests proficiency in audio-lingual skills is an important objective of language instruction in these colleges and that students' proficiency in speaking the foreign language may have greater weight than any other factor in determining success or failure in the language course. KAM, WW

677. SYMPOSIUM ON EXPLICATION DE TEXTE by Alfred Owen ALDRIDGE, University of Maryland, James MERIWETHER, University of North Carolina, and Wolfgang Bernard FLEISCHMANN, University of Wisconsin, Milwaukee, Wisconsin, in Books Abroad, Summer 1963, Vol. XXXVII, No. 3, pp. 261-270.

In this symposium we attempted to explore the current dimensions of literary explication, as practised by French, American, and German critics. Aldridge, while pointing to the work of iconoclasts like Etiemble, demonstrated that "explication de texte" as taught schematically in the secondary schools still dominates methods of literary explication, in France. Meriwether deplored an early lack of attention to Faulkner's work by the "New Critics," implying in his exposition that the interest of American explicators is often guided less by what is interesting to explain than by what is literarily fashionable. Fleischmann pointed to the continuing predominance, in German explications, of existential-philosophical methods which obviate the differences among language, form, and meaning. AOA, JM, WBF

678. TEXAS SQUANDERS NON-ENGLISH RESOURCES by Mildred V. BOYER, University of Texas, Austin 12, Texas, in The Texas Foreign Language Association Bulletin, October 1963, Vol. V, No. 3, pp. 1-7.

In this article I point out the disadvantages of urging Spanish-speakers to suppress their native tongue. I conclude (1) that non-English languages are not un-American; (2) that for the proper pedagogical, psychological, and social development of the Spanish-speaking child, Spanish as the initial medium of instruction, and continued study of Spanish as his mother tongue, is essential and right; and (3) that cultivation and conservation of Spanish in our Spanish-speaking population is in the national interest. MVB

679. THOSE FRINGE SPANISH CLASSES by Joseph VENTI, North Reading High School, North Reading, Massachusetts, in Hispania, December 1963, Vol. XLVI, No. 4, pp. 791-792.

In this article I analyse the motives that have made students elect first year Spanish in a beginning Spanish program at a smaller high school. These motives are seen in the light of IQ scores, success or failure in other language areas, and other sundry reasons. Student achievement is analyzed at the end of the first semester, and the findings show a lack of a sufficiently large middle group in the grade continuum. Conclusions are drawn from this study relating to Spanish programs in smaller high schools, the calibre of students drawn to such a program, and what teachers and administrators can do about it. JV

680. SOME ASPECTS OF THE APPLICATION OF LINGUISTICS TO THE TEACHING OF MODERN FOREIGN LANGUAGES by Norman P. SACKS, University of Wisconsin, Madison 6, Wisconsin, in The Modern Language Journal, January 1964, Vol. XLVIII, No. 1, pp. 7-17.

In this article I set down principles and guide lines which a linguistically minded modern foreign language teacher is likely to subscribe to. I then spell out these principles by treating a number of phonological, morphological, and syntactical problems, using Spanish, French, and German as my frame of reference. In the syntactical discussion, I contrast the treatment of a problem in a traditional textbook with that likely to be found in a structurally or linguistically oriented text. The field of linguistics offers language teachers an excellent opportunity to bridge the cultural lag between teaching and scholarship. NPS

681. PORTUGUESE LITERATURE IN RECENT YEARS, 1960-1961, Part II by Gerald MOSER, Pennsylvania State University, University Park, Pennsylvania, in The Modern Language Journal, October 1963, Vol. XLVII, No. 6, pp. 238-242.

Completing an article published in the November 1962 issue of the same journal, the writer surveys prose fiction, pointing out the continued growth of an African literature in Portuguese; drama, which flickers on precariously; essay literature, including new appraisals of Sampaio Bruno; and erudition, notably in the fields of art, history, and literature. GM

682. INTENSIVE COURSES IN ENGLISH AT THE UNIVERSITY OF CEYLON by Carlton SAMARAJIWA, Peradeniya Teachers' College, Ceylon, in The Linguistic Reporter, December 1963, Vol. V, No. 6, pp. 4-5.

In this article I describe the nature and purpose of an experiment begun in 1960 at the University of Ceylon to give intensive instruction in English to undergraduates whose knowledge of the foreign language was found to be inadequate for university education. The switch to the national languages as media of university instruction and the paucity of reading materials in the indigenous languages made such an experiment necessary. The aim of the courses is to enable the students to read and understand books written in English and the results showed that this aim was being satisfactorily achieved. The course has also helped to provide fresh insights to problems of teaching English in Ceylon—arrangement and emphasis in the content of courses, the underlying causes of persistent student errors, etc. CS

683. SECOND-LANGUAGE TEACHING AND THE SCHOOLS by Ralph B. LONG, University of Puerto Rico, Rio Piedras, Puerto Rico, in Elementary English, October 1963, Vol. XXXX, pp. 617-622, 663.

In this article I discuss problems of second-language teaching in the lower grades in the light of the Puerto Rican experience. When languages are to be used in face-to-face communication, good pronunciation becomes important. Children usually master this more easily and more completely than adults. But children must have good models, and they must be interested. Pattern practice is not the answer to the problems to be faced. Imaginatively done television programs should help. Past childhood, linguistic analysis is useful in dealing with matters of grammar and vocabulary, and these are of extreme importance in all use of language. RBL

684. LANGUAGE INSTITUTES AND APPLIED LINGUISTICS by Oscar A. HAAC, Emory University, Atlanta, Georgia, in Modern Language Journal, December 1963, Vol. XLVII, No. 8, pp. 356-359.

The common reaction to the difficult task of presenting new concepts and new terms in linguistics has been to concentrate on teaching applications and classroom techniques. Language institutes have done so often to the exclusion of appropriate terminology and at times even of linguistic content. While we need more explicit manuals and, for a summer, limited objectives, appropriate terms can be taught successfully, as experience has shown. The direction indicated by Belasco and Valdman can lead to excellent results. Effective use of modern materials requires an understanding of structure and phonology. Teachers can and should venture into the field of linguistic analysis. OAH

685. REPORTS ON THE KEATING REPORT by Jack V. EDLING et al., TEACHING RESEARCH, Oregon State System of Higher Education, Monmouth, Oregon, in The American School and University, December 1963, Vol. XXXVI, No. 4, pp. 33-38.

In this article six experts in the fields of audio-visual and language instruction take issue with a nationally-publicized study. It is contended that data in the Keating report do not, in themselves, constitute a major condemnation of language laboratories. The design of the Keating study is simple and open to criticism. With the exception of the manner in which the speech production data were reported, the measurement devices and sampling procedures employed in the study may be justified. JVE

686. UN PEQUEÑO COMENTARIO by Cristina E. ESCHER, Board of Education, 1211 McGee, Kansas City, Missouri, in Hispania, September 1963, Vol. XLVI, No. 3, pp. 617-618.

In this article I commented on a previous article by Mr. Richard N. Reeve about 32 "odd-erías" he found in Mexico City. Grouping the words, I made the point that they were not all additions to the Spanish language, as stated by Mr. Reeve. Half of them were acceptable Spanish words already in the language and used correctly not only in Mexico, but in other Spanish speaking areas. Six of the remaining ones were americanisms well known in other Latin American countries. Two other words were regionalisms, one (tlapalería) of Aztec origin, and the other (taquería) formed by analogy from an already existing Spanish word (taco). Only these two could really be considered a contribution to the Spanish language. The remaining five are barbarisms and it is very doubtful whether they might be accepted as a contribution to the language. CEE

687. NOTES ON THE PEACE CORPS LANGUAGE TRAINING PROGRAM by Laura D. CALVERT, University of New Mexico, Albuquerque, New Mexico, in The Modern Language Journal, November 1963, Vol. XLVII, No. 7, pp. 319-323.

In this article I note that language training for the Peace Corps must be efficient, intensive, and oriented to speaking and understanding. We place students in small, homogeneous classes under an expert teacher. Language is presented first orally, but the written word is systematically utilized. We program each instructional unit so that words are learned in context; so that every grammatical distinction is understood before it is drilled, and so that the student is conscious of meaning always. Students are taught to identify each functioning unit in the sentence in order that new vocabulary, as learned, can be utilized in its proper slot. Efficient programming enables us to drill at speeds high enough to permit the repetitions needed for complete learning. Materials are carefully selected for cultural information and practical usefulness. LDC

688. FOR A NEW LOOK AT LABORATORY PLANNING by Robert O'NEAL, Indiana University, in The French Review, February 1964, Vol. XXXVII, pp. 453-455.

I suggest a changed arrangement of the high school language lab in the form of a "Golden Horseshoe" around the periphery of a room that serves as both lab and classroom. The combined room use will end psychological as well as physical separation of the two functions of language teaching, will make for more inexpensive installation than the customary banked method (cables will be continuous, without splicing), will eliminate cross-vision and distraction pupil-to-pupil during laboratory drill; and then, with the students reversing their chairs, will form a horseshoe arrangement by which the instructor can direct conversational interchange face-to-face among his students to reinforce the taped content. This layout also provides maximum viewing ease for blackboard and projection materials. Some combined use of the lab-classroom is needed in crowded schools, and is further necessary where so many students are bus-transported that after-hours use of the laboratory is impossible. RO'N

689. THE DICTO-COMP: A SPECIALIZED TECHNIQUE FOR CONTROLLING SPEECH AND WRITING IN LANGUAGE LEARNING by Robert F. ILSON, Queens College, Flushing 67, New York, in Language Learning, 1963, Vol. XII, No. 4, pp. 299-301.

In this article I describe an exercise in which a passage in a foreign language is read to a class learning the language, after which the students are to reproduce the passage orally and/or in writing, using the original words as much as possible and their own only when necessary. The more the teacher repeats and explains the passage, the more this exercise resembles a dictation. With fewer repetitions and explanations, the exercise resembles a controlled composition on an assigned subject. The dicto-comp tests aural comprehension, speaking, and writing, and can serve as a diagnostic test as well as a class exercise. RFI

690. LINGUISTICS AND THE TEACHING OF READING by Thomas J. CRESWELL and Virginia MC DAVID, Chicago Teachers College South, Chicago, Illinois, 60621, in Chicago Schools Journal, May 1962, pp. 377-381.

In this article we discuss the book Let's Read: A Linguistic Approach, by Leonard Bloomfield and Clarence L. Barnhart, and its underlying theory of teaching sound-symbol relationships almost to the exclusion of word meaning. Bloomfield's plan, based on scholarship in his field of linguistics, was formulated more than twenty years ago but largely ignored. Now that linguistic science has become both acceptable and fashionable, there has been a revival of this approach. The system has the advantages of being self-consistent, of reflecting accurately the relationships between spelling and sound in English, and of being easily administered. The stress is on oral reading. TJC, VMcD

691. LANGUAGES, CULTURES AND BELLES LETTRES by Herbert B. MYRON, Jr., Boston University, Boston, Massachusetts, in French Review, December 1963, pp. 176-181.

In this article I present a defense of the humanistic point of view in face of the over-prevalent mechanistic approach sponsored by the U.S. Government Office of Education and the Modern Language Association of America. This is a plea that a multiplicity of points of view be heard at a time when the language teaching profession is fast becoming over-regimented and superstructured; a hope that the liberal approach to learning, at least at the college level, be kept open and free lest freedom and dignity die of starvation and suffocation. HBM

692. THE LIFE CYCLE OF PIDGIN LANGUAGES by Robert A. HALL, Jr., Cornell University, Ithaca, New York, in Lingua, 1962, Vol. XI, pp. 151-156.

In this article I attempt to show that, although normal languages do not have a "life-cycle," a pidgin language does, in that its origin, use and desuetude follow a curve determined by the degree of contact between its speakers. The only instance in which pidgins escape from this cycle is when they become creolized and thus become the first language of a speech-community like other "normal" languages. RAH

693. ZUR GRAMMATISCHEN TERMINOLOGIE by Josef RAITH, Staatsinstitut für
Mittelschullehrer, Lehrerhochschule München-Pasing, in Idioma,
January 1964, pp. 16-19.

Our grammatical terminology is a mess: grammatical terms are either taken
from the meaning (future) or the form (simple or compound past), or are
meaningless (infinitive). Terms taken from the meaning are dangerous
(e.g., perfect and imperfect in English); present perfect does not make
sense. In describing the grammar of a foreign language in our own we
ought to translate the foreign terminology into our own. It is not enough
to clarify the terminology of one language; we must try to harmonize the
terminology of the six modern languages represented in this periodical, so
that the same grammatical category (e.g., compound past) gets the same
label, no matter what its specific meaning in a particular language may
be. JR

694. THE DUTIES OF THE LANGUAGE LABORATORY ASSISTANT by Zenobia GILBERT,
Sewanhaka Central High School District 2, Floral Park, New York,
in The Modern Language Journal, November 1963, Vol. XLVII, No. 7,
pp. 332-333.

The language laboratory brings with it endless chores which must be per-
formed if it is to be utilized efficiently. These chores range from
keeping lab schedules up to date to decorating the bulletin boards in
the lab; from cataloguing all lab materials to procuring materials from
the A-V Center; from instructing teachers in the use of the lab to dubbing
tapes for students to do make-up work at home. Language laboratory main-
tenance is an essential but time-consuming chore. Many of the strictly
mechanical duties can be performed by a lay assistant, thereby conserving
teacher talent and energy for creative teaching. ZG

695. ENGLISH AS A SECOND LANGUAGE: DEVELOPMENT by Melvin J. FOX, The Ford
Foundation, 477 Madison Avenue, New York, New York, 10022, in
Overseas, January 1964, Vol. III, No. 5, pp. 14-17.

In this article I note that command of English is considered vital by many
new nations in achieving modern economic and social benefits and that the
assistance of the United States and other countries is needed to help
them achieve sustainable English-language teaching facilities. France,
Sweden, and Egypt are now exporting skilled teachers of English. The
strength of the United States in this field is incomparable; it stems
from historic relationships between linguistics and the teaching of Eng-
lish as a second language. American universities most actively engaged
have been those with expanding area and language programs. There is a
growing tendency for overseas work in English as a second language to
center in institutions with foreign area interests. The task for the
1960's is to put our resources at the disposal of new countries by forging
collaboration between scholars and teachers, between government and pri-
vate institutions, and between "supplier" countries. MJF

696. THE "VOSEO" IN COSTA RICAN SPANISH by Francisco VILLEGAS, Eastern Michigan University, Ypsilanti, Michigan, in *Hispania*, September 1963, Vol. XLVI, No. 3, pp. 612-615.

In this article I say that in contradiction to the opinions of Santamaria, Kany and Keniston, the *vos* form of the subject pronoun, in place of the *tú* of other countries, is the only form used in Costa Rican Spanish, regardless of social rank, economic condition, geographical distribution or educational level. I give a number of examples of the usage of the subject pronoun *vos* not only from the colloquial speech of the people, but also examples taken from different novels and short stories which show that the form *vos* has also entered the literary field. FV

697. FROM SAN JUAN TO GUADALAJARA by Ricardo A. NARVÁEZ, University of Minnesota, Minneapolis 14, Minnesota, in *Hispania*, December 1963, Vol. XLVI, No. 4, pp. 802-803.

In this article I make a comparison of the dialects of two Spanish-speaking cities. Differences in vocabulary, pronunciation, and syntax are explained. For example, in Guadalajara words of Aztec origin like *guajolote*, *cacahuate*, and *camote* have their Puerto Rican counterparts in *pavo* (turkey), *maní* (peanut), and *batata* (sweet potato). Differences in word order are exemplified in the contrast between the Puerto Rican's *¿Adónde tú vas?* and the Guadalajaran's *¿Adónde vas tú?* Pronunciation differences are contrasted by comparing syllable-final *s*, the *R*, *rr*, word-final *r*, and word-final *n*. RAN

698. MEASUREMENT OF SEMANTIC HABITS by *J. C.* NUNNALLY, R. L. FLAUGHER, and W. F. HODGES, Vanderbilt University, Nashville, Tennessee, 37203, in *Educational and Psychological Measurement*, Autumn 1963, Vol. XXIII, No. 3, pp. 419-434.

The purpose of the article was to describe the construction and refinement of measures of new sources of individual differences which we refer to as semantic habits. By semantic habits are meant individual differences in the use of different modes of semantic response to objects in the human and material environment. For example, one of our scales measures the tendency to give "pleasant" response words such as good, pretty, and sweet. Our major instrument for measuring semantic habits employs binary-choice association items, e.g., Orange: ____ sweet ____ fruit. The alternatives are structured in such a way as to measure three major types of semantic habits. Our results indicate that the scales have a relatively high degree of internal consistency and that they correlate well with two alternative methods for measuring semantic habits. Other psychometric properties of the instrument were reported. Our working assumption is that semantic habits represent different modes of frequency of usage. If that is so, many hypotheses follow about relations between semantic habits and verbal learning, verbal performance, perception, and personality. JCN, RLF, WFH

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699. THE PASSIVE AGAIN by Leslie A. HILL, Shafts House, West Meon, Petersfield, Hants, England, in English Language Teaching, January 1964, Vol. XVIII, No. 2, pp. 69-74.

In this article I seek to show that it is equally wrong to say that the passive is preferred to the active when it is desired to give prominence to (a) the object and (b) the subject of the active verb. I show that it is possible to make either the front or the end position in the sentence the most emphatic, and that both active and passive are found with both these alternatives. Finally, I suggest that there is a tendency in English to begin an utterance with whatever is most prominent in the speaker's mind at the time and then to complete it by adding the other elements that occur to him. Other things being equal, more definite things and things already known tend to precede less definite and new ones. The active or passive is chosen according to which satisfies these needs. LAH

700. A SIMPLE, LOGICAL RULE FOR THE AGREEMENT OF THE PAST PARTICIPLE by Mary F. CONRAD, Dulaney High School, 233 Padonia Road, Lutherville, Maryland, in The French Review, February 1964, Vol. XXXVII, No. 4, pp. 430-432.

In this article I show that in compound tenses in French, only the auxiliary functions as a verb. The remaining past participle is usually a verbal adjective which should agree with the word it logically modifies. Example: Voici la robe que j'ai achetée. (The bought thing is the dress.) This holds true whether the verb is conjugated with avoir or être, or if it is reflexive, or passive. The problem is that sometimes the participle does not agree: as when the modified word follows the participle, or has no definite number or gender, or when there is no modified word. Single General Rule: The past participle, being a verbal adjective, agrees in number and gender with whichever definite, preceding word it logically modifies. MFC

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701. TEACHER TRAINING: THE HEART OF THE MATTER by D. Lee HAMILTON, Director, Language Development Branch, U.S. Office of Education, in PMLA, May 1964, Vol. LXXIX, No. 2, pp. 19-23.

In this article I say that teacher training, particularly for college teachers, must be the focus of our attention today and suggest that MLA deepen its concern with it. A recent MLA survey disclosed that 82% of 52 university language departments awarding the Ph.D. used first-year graduate students as teachers, and that the average department gave them no effective supervision. I urge that MLA increase its efforts to raise our national language competence by providing leadership in the task of strengthening the college program in foreign languages. The prosperity of large language enrollments today must not lead us, as it appears to have done in the past, to lose interest in the practical aspects of teacher training. But the challenge now is to introduce into higher education some of the improvements already discernible in the secondary school. DLH

702. LABORATORIES—THE EFFECTIVENESS CONTROVERSY by Edward M. STACK, State University of North Carolina, Raleigh, North Carolina, in Modern Language Journal, April 1964, Vol. XLVIII, No. 4, pp. 189-194.

In this article I contrast two reports on the effectiveness of the language laboratory. The 'Keating Report,' while tacitly admitting that the lab successfully performs its function, is flawed by technical failures of research (failure to define, to take account of teaching techniques and programs, to use applicable and valid tests) and is written in negativistic terms which mislead the casual reader into the false conclusion that labs in general are ineffective. The adverse effect of this report, directed to administrators, might be combatted by the careful, well-documented, objective studies made by New York City (Mrs. Sarah Lorge) Bureau of A-V Instruction. This NYC report conclusively shows the advantage of audiolingual lab work in that it increases speech skills without diminishing 'traditional' grammatical skills. EMS

"Keep abreast to Stay ahead"

703. POUR UNE INTERPRÉTATION SOCIOLOGIQUE DE LA LITTÉRATURE by Pierre AUBERY, State University of New York, Buffalo, New York 14214, in *The French Review*, December 1963, Vol. XXXVII, No. 2, pp. 169-175.

Le *critique* peut être considéré comme une sorte d'agent de la circulation *littéraire*. S'adressant aux *lettrés* il leur suggère souvent d'envisager la littérature comme une *réflexion sans* importance pratique des constantes éternelles de la nature humaine et des catégories de l'esprit, divorcée de la réalité historique et sociale. Alors le *critique* se fait *mystificateur* et prête la main à une entreprise, inspirée *par la classe dirigeante*, qui tente d'ériger en absolu, en principes rationnels universellement valables aussi bien les règles du jeu social qu'elle impose que sa définition du bon goût. Mais le *critique* s'adressant aux *simples lecteurs* peut leur montrer dans les *oeuvres littéraires* la transposition *en termes* d'intrigues, de personnages, de décors, des structures réelles de la société et de la condition qu'elle fait à l'homme. Alors l'étude de la littérature deviendra une *entreprise de démystification* qui fera étape sur la voie de la récupération par *l'homme de ses élans et* de ses rêvs de manière à ce qu'il apprenne à substituer une beauté vécue à une beauté écrite. PA

704. FOREIGN AND SECOND LANGUAGE TEACHING IN THE USSR by E. Glyn LEWIS, Department of Education and Science, Curzon Street, London, W.I., published by The British Council, 65 Davies Street, London, W.I., Great Britain, 1963, 23 pages.

This is a report upon an official visit to the USSR. It discusses official Soviet policy toward the teaching of foreign languages and it recounts some of the changes that have occurred during the last five years. The organization of foreign language instruction in schools and the training of teachers are described. An account is given of the salient features of method, the aids available and various forms of guidance and assistance to teachers (such as courses). The report also describes the different problems of teaching to the same school children more than one native language and how the training of bilingual teachers is undertaken to ensure bilingual education for the peoples of the North and in the South. This aspect is linked to the "nationalities" issue in the USSR. EGL

705. INTERAMERICAN SYMPOSIUM BRINGS LINGUISTS AND TEACHERS TOGETHER by Francisco GOMES DE MATOS, University of Recife, Brazil, in *International Review of Applied Linguistics*, 1963, Vol. I, No. 3-4, pp. 279-282.

In this article I say that this conference was the first concrete and fruitful step taken to bring together linguists and teachers from the Americas. The presence of European observers perhaps indicated the interest Europe would have in launching a similar project. The Latin American Association of Linguistics and Philology is a young but already vigorous organization. The situation of FL teaching in Latin America and in the Caribbean is significantly better in private institutions. Much remains to be done to inaugurate effective programs of teacher training and of dissemination of linguistically oriented methodology since human resources are scarce, to say nothing of material ones. FGM

706. A LONGITUDINAL STUDY OF AUDITORY DISCRIMINATION by Bertha B. THOMPSON, Talawanda High School, Oxford High School, Oxford, Ohio, The Journal of Educational Research, March 1963, Vol. LVI, No. 7, pp. 376-378.

This was a longitudinal study primarily to determine the relation of auditory discrimination (AD) and intelligence test scores to success in primary reading. A secondary problem was to determine whether children made significant improvement in auditory discriminative ability while attending the first and second grades. Three tests of auditory discrimination were administered: A Test for Auditory Discrimination, Form A, by Wepman; Boston University Speech Sound Discrimination Picture Test; and the Auditory Discrimination and Orientation subtest of the SRA Reading Analysis: Aptitude, Form A. An arbitrary scaling method was used to determine adequacy in AD. Two criteria for determining Good Readers and Poor Readers were established. BBT

707. THE UTILITY OF TRANSLATION AND WRITTEN SYMBOLS DURING THE FIRST THIRTY HOURS OF LANGUAGE STUDY by J. O. SAWYER, ERVIN, SILVER, D'ANDREA, and AOKI, University of California, Berkeley 4, California, in International Review of Applied Linguistics, 1963, Vol. I, Nos. 3/4, pp. 157-192.

In this research project we studied college student acquisition of a second language under aural-oral laboratory conditions, in order to assess the effects of presence or absence of a text, and of three orders of presentation. The materials of the study were designed on a contrastive structural rather than semantic basis, and there was rigid equalization of exposure and overt practice for all the experimental groups. Under these conditions, none of the variations had a differential effect on learning of pronunciation, syntax, or meanings, or on recall at the conclusion of the experiment. There were indications that students may benefit from training with a text in normalized phonemics, especially if they are trained in a language laboratory with little monitoring where the motivation and social stimulation may be reduced. JOS

708. A HANDBOOK FOR GUIDING STUDENTS IN MODERN FOREIGN LANGUAGES by Ilo REMER, U.S. Department of Health, Education and Welfare, Office of Education Bulletin 1963, No. 26; OE-27018, U.S. Government Printing Office, Washington, D.C. 20402, 1963, 105 pages.

This bulletin is a compendium of basic information for counselors, teachers, administrators, and parents to use in helping students plan their language study programs. It answers the basic questions of why, who, when, how long, and which. In addition it discusses such topics as prediction of success in language study, college entrance and degree requirements, and financial assistance for college students. Of special interest are the sections on using foreign languages on the job and on extracurricular language practice, and the appendix describing some programs of exchange, study, work, and travel abroad. The bulletin replaces MODERN FOREIGN LANGUAGES: A COUNSELOR'S GUIDE by Marjorie C. Johnston and Ilo Remer. It updates and considerably expands everything the GUIDE contained and includes new topics not covered in the original publication. IR

709. SOME INFERENCES ABOUT AN INTENSIFIED ORAL APPROACH TO THE TEACHING OF FRENCH BASED ON A STUDY OF COURSE DROP-OUTS by Theodore H. MUELLER, University of Akron, and Ralph R. LEUTENEGGER, University of Wisconsin at Milwaukee, in Modern Language Journal, February 1964, Vol. XLVIII, No. 2, pp. 91-94.

In this article we investigate why students drop out of the elementary French course, taught by TV. Through a questionnaire the students were asked how they evaluate TV as a teaching medium. The students who had dropped out were interviewed. Acoustic proficiency data consisting of the Seashore Measure of Musical Talents were available, which demonstrated interesting differences in hearing discrimination particularly in Tonal Memory and Time sub-tests. Emphasis on audio-lingual learning seems to be a frustrating experience for students with little training in oral perception or memory work. Discrepancies in four of the Seashore Measures indicate that these students had too much trouble with learning through the ear exclusively. ThHM, RRL

710. NDEA INSTITUTES, SUMMER 1961: A SURVEY by Donald D. WALSH, The Modern Language Association, 4 Washington Place, New York 3, New York, in Modern Language Journal, April 1964, Vol. XLVII, No. 4, pp. 210-212.

A survey of 778 French and Spanish teachers who attended NDEA Language Institutes in the summer of 1961 asked them to rate as excellent, good, fair, or poor the quality of instruction they received in college in eight areas and the quality of their Institute instruction in the same areas. The two rating scales should theoretically be reversed: the areas in which teachers went to the Institutes well prepared would need least attention and their greatest weaknesses would need most attention. And so it proved in the survey: reading and writing were at the top of one list and the bottom of the other. Listening comprehension and speaking, close to the bottom of one list, were close to the top of the other. Culture is fairly high on both lists. Language lab and linguistics, low on the academic preparation list, were fairly high on the Institute training list, but there was clearly room for improvement in instruction in these courses in 1961. DDW

711. TOWARD BETTER CLASSROOM TEACHING by James H. GREW, Phillips Academy, Andover, Massachusetts, in Modern Language Journal, February 1964, Vol. XLVIII, No. 2, pp. 83-88.

In this article I am trying to help fledgling teachers, department heads, master teachers and supervisors by a list of basic "dos" and "don'ts" for the language classroom. Good teachers stand in class, do not do all the talking, give every student an equal opportunity to recite, know the strengths and weaknesses of each, keep the pace lively, can adapt a prepared lesson to actual developments, and above all, keep the class awake and interested. Poor teachers waste time, stick to their prepared lesson despite what happens, scream at those who fail to understand them, complicate explanations needlessly, speak in a monotone, fail to get those reciting to be heard, have their eyes so glued to the book that they little know what is going on in their classrooms. JHG

712. IMPROVING ENGLISH SPEAKERS' PRONUNCIATION OF FRENCH by Eugène J. BRIÈRE, University of California, Department of English, Los Angeles 24, California, in Language Learning, 1963, Vol. XIII, No. 1, pp. 33-41.

In this article I report a procedure used to improve articulatory skills by presenting "attainable" pronunciation goals to every student. By contrasting English and French phonemic systems, areas of predicted interference were charted. A "MS." was constructed to record all phonemes on the chart. Students (Ss;N=24) recorded at the beginning of the quarter. 'Sounds' produced by Ss were phonetically transcribed on individual charts. Regardless of the number missed by each S, no more than three phonemes were taken and presented as pronunciation goals for the quarter. Intensive practice was given in groups. A second recording was made by Ss at the end of the quarter. Ss had intensively practiced only three French phonemes, but showed improved pronunciation of the entire French system. Variations of the procedure are suggested. The question of transfer-learning, stimulus discrimination and generalization is posited. EJB

713. ON THE LEARNING OF SPEECHLIKE VOCABULARIES by A. S. HOUSE, K.N. STEVENS, T.T. SANDEL, and J.B. ARNOLD, Research Laboratory of Electronics, Massachusetts Institute of Technology, Cambridge, Massachusetts, in Journal of Verbal Learning and Verbal Behavior, September 1962, Vol. I, No. 2, pp. 133-143.

In this article we describe a series of experiments dealing with the learning of ensembles of speechlike acoustic stimuli. The stimulus ensembles differed with respect to the number of physical dimensions that were manipulated in generating the stimuli, and with respect to the extent to which the stimuli resembled speech. Results show that performance during learning is better when each stimulus is encoded into several physical dimensions than when the stimuli lie along a unidimensional continuum. Furthermore, as the stimuli become more like speech there is a deterioration of performance during learning with the exception that performance is best when the stimuli are actually speech signals. Implications for theories of speech perception are discussed. ASH

714. EVIDENCE FOR "GENUINE" ONE-TRIAL LEARNING by James J. ASHER, Psychology Department, San Jose State College, San Jose, California, in International Review of Applied Linguistics, 1963, Vol. I, No. 2, pp. 98-103.

In this research project we tried to demonstrate that the closer a foreign language utterance was to being learned on the first presentation, the higher was the probability that the utterance would be retained. Utterances were drawn from Japanese, Spanish, and Russian. Implications were discussed for the current controversy between all-or-none learning theory and the traditional learning theory based on repetition or habit. JJA

715. LANGUAGE LESSONS AT HOME by Bern KEATING, in Holiday Magazine, May 1964, pp. 133-138.

In this article I urge adults to undertake home study of foreign languages with use of every modern method and learning aid available. Emphasis in the article is on boldness of attack with the realistic goal of learning the language well enough to speak to natives without having to repeat a sentence rather than striving for the unrealistic and discouraging goal of learning to speak like a native. BK

716. PROGRAMMED SELF-INSTRUCTION AND SECOND LANGUAGE LEARNING by Irving J. SALTZMAN, Indiana University, Bloomington, Indiana, in International Review of Applied Linguistics, 1963, Vol. I, No. 2, pp. 104-114.

In this article I described our research in connection with our NDEA Title VII project to develop a completely self-instructional, programmed, first semester college course in Russian. Four experiments using a short section of the program were described. Our future research plans using the entire program were described in detail. I emphasized the important use of self-instructional programs as an aid to the conduct of research in the area of second language teaching and learning. IJS

717. SOME MISCONCEPTIONS ABOUT TEACHING AMERICAN ETHNIC CHILDREN THEIR MOTHER TONGUE by Gerard J. BRAULT, University of Pennsylvania, Philadelphia, Pennsylvania 19104, in Modern Language Journal, February 1964, Vol. XLVIII, No. 2, pp. 67-71.

In this article I point out that American ethnic children generally fail to master their mother tongue because second and, notably, third generation immigrant parents do not maintain it in the home and because dialectal variants are not tolerated in the classroom. The immigrant child's background is usually not in rapport with the modern culture of the motherland. The chief problem is not how to counteract parental influence but how to put it to good use with the proper controls such as specially designed pattern drills and other materials for use by parent tutors. Immigrant children are extremely sensitive about their background and need to be made to appreciate their cultural and linguistic heritage. Appeals to pride in the ethnic group's dubious achievements are not as effective in this connection as is the imparting of an understanding of the essential role of immigration as a broad and continuing phenomenon of American history. GJB

718. SPECTROGRAPHIC STUDY OF VOCALIC NUCLEI by Joe E. PIERCE, Portland State College, Portland, Oregon, in Language Learning, 1962, Vol. XII, No. 3, pp. 241-247.

In this article I assert that human speech sounds are composed of a fundamental frequency plus all of its harmonics. As this complex wave comes up out of the mouth, different harmonics are filtered out of the complex wave by the flesh of the oral passage as well as the cavities produced by the movement of the articulators, and the quality of a vowel is determined by the frequencies which are not filtered out. Specifically made spectrograms demonstrate clearly that both rounding the lips and moving the tongue toward the back causes the second formant to drop; hence the same acoustic result. "Gravity" as used by Jakobson means a lowered second formant. This is the reason that labialized consonants are grave. The first formant rises as the tongue is lowered and falls as it is raised. Thus tests can be made as to whether a vocalic nuclei is or is not glided, if so how much and in which direction, to test the validity of phonemic analyses. JEP

719. PSYCHOLOGICAL ASPECTS OF LANGUAGE LEARNING by Bruce PATTISON, University of London, United Kingdom, in Modern Languages, March 1964, Vol. XLV, No. 1, pp. 13-17.

In this article I discuss the conditions of successful language learning. There must be constant motivation and the actual skill aimed at (i.e., role playing) must be practised with speech selected and graded so as to give control of the language system. The length and variety of intensive practice periods and the intervals between them are important, and an oral approach is necessary to ensure adequate overlearning. BP

720. DELAYED AUDITORY FEEDBACK by Aubrey J. YATES, University of Western Australia, Australia, in Psychological Bulletin, May 1963, Vol. LX, No. 3, pp. 213-232.

In this article I review the literature on delayed auditory feedback, a phenomenon first demonstrated as recently as 1950. When S hears his own voice with a small time delay his speech may be seriously affected. The effects produced by delayed auditory feedback (DAF) include prolongation of vowels, repetition of consonants, increased intensity of utterance, and other articulatory changes. The significance of individual differences in susceptibility to DAF is considered in relation to personality and physiological characteristics. The technique may prove useful in the detection of auditory malingering and has possible implications for the understanding of stammering. The discussion relates the findings to models of speech control. Methodological problems and future research needs are outlined. AJY

721. RESEARCH TECHNIQUES FOR PHONETIC COMPARISON OF LANGUAGES by Pierre DELATTRE, University of Colorado, Boulder, Colorado, in International Review of Applied Linguistics, Vol. I, No. 2, 1963, pp. 85-97.

An experimental phonetics laboratory equipped to compare the phonetic features of languages is concretely described. Its purpose is the improvement of foreign language teaching in the United States. The research technique is four-fold: spectrographic analysis, spectrographic synthesis, cineradiography (motion picture x-ray), and statistical study of the sound structure. It is also shown in this article how 35 phonetic features of English—such as stress, intonation, rhythm, vowel duration, syllabic types, sound distribution, sound frequency of occurrence, neutral vowel position, diphthongization, nasality, fronting, aspiration, etc.—can profitably be compared with the corresponding features of French, German or Spanish by the instrumental techniques described above. PD

722. A FUNNEL FOR THE FOOLISH by William E. UMBACH, University of Redlands, Redlands, California, in NDEA Foreign Language News Notes, May 1964, Vol. III, No. 4, pp. 1-4.

In this paper I urge language teachers to avoid becoming so preoccupied with the techniques of teaching language as a skill and an end in itself that electronic devices become a modern substitute for the Nürnberger Trichter, a panacea for filling empty heads without liberal learning. Grammar has value in establishing order amidst confusion; some attention to linguistic history aids in the understanding of cultural evolution and interdependence; even the elementary application of semantics contributes to more effective communication and to insight into language as a form of human behavior. Especially on the college level, languages should be more than skills: they should contribute to humane learning. WEU

723. EDITORIAL: MR. AATSP by Edith M. ALLEN, Indianapolis Public Schools, 1644 Roosevelt Ave., Indianapolis, Indiana, in Hispania, May 1964, Vol. XLVII, No. 2, Fourth Section, p. 359.

In this article I pay a brief tribute to Dr. Laurel H. Turk's (De Pauw University) work based on my association with him in the AATSP and in the preparation of teaching materials. The qualities stressed are integrity, hard work, attention to detail, and a justifiable pride in his accomplishments. EMA

724. STUDIES IN THE PSYCHOLOGY OF SECOND LANGUAGE LEARNING by Renzo TITONE, Pontificio Ateneo Salesiano, Via Marsala 42, Roma, Italy, published by PAS-Verlag, Roma, 1964, $2.75.

In this book I call the attention of all concerned with foreign language teaching to the indispensable *psychological premises* which can guarantee successful learning. My efforts have attempted both partial theoretical syntheses and experimental probings with regard to some important factors and aspects of the language learning process. This latest book of mine collects these studies and investigations as an elementary introduction to the psychology of second language learning. The contents of the book are as follows: (1) The psychology of second-language learning, (2) Second-language learning in early childhood, (3) Second-language learning in adolescents, (4) Grammar learning as induction, (5) The aural discrimination of foreign language phonemes: an experimental contrastive study, (6) Problems in phonetic perception and transcription: an experimental contrastive study. RT

725. THE CONTRIBUTION OF LINGUISTICS TO LANGUAGE TEACHING AND LANGUAGE LEARNING by Albert H. MARCKWARDT, Princeton University, Princeton, New Jersey, in *Curricular Changes in the Foreign Languages*, The College Entrance Examination Board, 1963, pp. 15-22.

The article indicates the ideas and concepts about language which linguistics has developed over the past three decades: the primacy of the spoken language, certain shortcomings of traditional grammar, vocabulary considered in terms of context, and the reluctance to make value judgments about language structure. These concepts fundamental to the science can be applied fruitfully to language instruction. It recommends the precise formulation of objectives with due emphasis upon speaking and listening. The utility of contrastive analysis is illustrated. The place of pattern drill in language learning is dealt with, and differences in the strategy of teaching foreign languages to pre-adolescents as compared with adolescents and adults are discussed. AHM

726. SHORTCOMINGS OF LANGUAGE LABORATORY FINDINGS IN THE IAR-RESEARCH BULLETIN by Frank GRITTNER, State FL Supervisor, Department of Public Instruction, 147 N. Capitol, Madison, Wisconsin, in *Modern Language Journal*, Vol. XLVIII, No. 4, April 1964, pp. 207-210.

In this article I point out the more glaring flaws in the *IAR-Research Bulletin* and raise objections to the practice of bulk mailing a three-page brochure of "preliminary findings" nearly a year in advance of publishing the 60 page *Keating Report*. One of the flaws would seem sufficient to discredit the entire report since, by its own admission, it measures *failure* to use laboratory rather than *use* of the laboratory. ("The modal practice was one period per week.") Incredibly, this shortcoming is passed off with the remark that "it is hard to see how more frequent periods in the laboratory would change the outcome!" Among the many other flaws discussed are: (1) The manner of evaluation is not consistent with the usual objectives of laboratory work. (2) Important variables are not mentioned, are uncontrolled, or are lightly set aside by means of questionable assumptions. (3) Other studies which contradict this one were not taken into account. FG

727. BOOKS FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE by Ralph B. LONG, University of Puerto Rico, in Language Learning Journal of Verbal Learning and Verbal Behavior, 1963, Vol. XIII, No. 1, pp. 11-14.

In this article I argue that every teacher of English as a second language should own, first, several good dictionaries and other treatments of the vocabulary (including etymologies); second, two or three fairly extensive grammars; third, two or three good treatments of the English sound system; fourth, a good history of the language; fifth, two or three good books on the methodology of language teaching; sixth, an introductory treatment of general linguistics. I contend that the most useful materials of all these kinds are still not Structuralist, and that Structuralist lists are commonly indefensible because of their strong sectarian bias. RBL

728. LANGUAGE INSTRUCTION IN CZECHOSLOVAKIA by John VAN EERDE, Lehigh University, Bethlehem, Pennsylvania, in Modern Language Journal, February 1964, Vol. XLVIII, No. 2, pp. 76-78.

In this article I state that since 1953 and especially from 1960 the Czechoslovakian educational system has undergone renovation. In the new system Russian is studied from primary school into the secondary level, and at fourteen each pupil takes a second foreign language: English, French, German, or Spanish. Czech or Slovak and Russian are studied in the secondary and in machine building schools. Although the language of instruction in some schools is Polish, Hungarian, Ukrainian or German, every university student knows Czech or Slovak before beginning formal university work. Foreign language and literature degrees include English, French, German, Russian, and Spanish. Doctorates have recently become more difficult, rarer and less necessary to a teaching career. Czechoslovakia, like the U.S.S.R., does not insist, as does Yugoslavia, that university professors of foreign language and literature study abroad. JVE

729.

Past Research That Helped Shape the Present

ORAL WORK WITH THE WIRE RECORDER by George A. C. SCHERER, University of Colorado, Boulder, Colorado, in Modern Language Journal, May 1947, Vol. XXXI, No. 5, pp. 261-265.

In this article I describe some informal experimentation conducted with the wire recorder before we had tape recorders. I found it effective in such procedures as recording oral reading in class and retelling of a novel we were reading. It was useful for individual conferences, for bringing others' voices to class, for testing, for individual student work in solitude, for recording one's own teaching and for the training of student teachers. GSch

730. ENGLISH AS A FOREIGN LANGUAGE AT SYDNEY by C. RUHLE, University of Sydney, N.S.W., Australia, in The Linguistic Reporter, 1963, Vol. V, No. 3, pp. 3-4.

In this article I give first a brief historical account of the development of the University of Sydney programme in the Teaching of English as a Foreign Language. The organization and objectives of the programme are stated and the principal texts are listed. Some possible future developments are indicated. I express our sincere thanks to linguist colleagues in other countries who have assisted us with materials and information. CR

731. TRAINING THE PEACE CORPS FOR ENGLISH TEACHING ABROAD by Albert H. MARCKWARDT, Princeton University, Princeton, New Jersey, in Modern Language Journal, November 1963, Vol. XLVII, No. 7, pp. 310-314.

This article points out that more than two thousand Peace Corps Volunteers have been trained to teach English as a foreign or second language. The various institutes engaged in such training are named and the elements common to the training program are described. The programs are linguistically oriented, involving a contrastive analysis between English and the host-country language and practice in the preparation of teaching materials and lesson plans. The need for trained teachers of English as a foreign language in government and in American colleges and universities is specified in detail, and it is suggested that upon completion of their tours of duty abroad, Peace Corps Volunteers would constitute a manpower pool and would also find attractive career opportunities in this field. AHM

732. THE LITERATURE LESSON by Bruce PATTISON, University of London Institute of Education, London, W.C. 1, United Kingdom, in English Language Teaching, January 1964, Vol. XVIII, No. 2, pp. 59-62.

In this article I urge that students should be offered literature suited to their linguistic capacities and general experience. Because the form of a literary work is an essential characteristic of it, it should be presented entire as quickly as possible, usually in a good reading by the teacher. Discussion follows, working inwards from general impressions to details in their contexts and in relation to the author's intentions. The teacher should not force responses but help students to think and draw on their experience to appreciate the effects intended. A final reading right through, the students taking part this time, restores the unity of the work. BP

733. REVIEW AND CRITICISM (KEATING REPORT) by Eugene W. ANDERSON, South Carolina Department of Education, 1410 Senate Street, Columbia, South Carolina 29201, in Modern Language Journal, April 1964, Vol. XLVIII, No. 4, pp. 197-207.

I have pointed out that, even if Keating's research were accepted as a real measure of language lab effectiveness, his report could boost this instructional aid enormously. His statistics showing that "low" expenditure schools, presumably staffed by less qualified teachers, may profit from the laboratory become a veritable mandate for the vast majority of the nation's schools to consider this equipment favorably. By the term "low," Keating means those of his affluent, suburban schools that happen to fall below a $600-per-pupil median expenditure (compared with the '61-62 national average of approximately $414). Several serious flaws, however, invalidate the Keating survey as a genuine appraisal of the language laboratory. Just two of these are: (1) the prevailing once-a-week use of the lab, possibly necessitated by FL enrollments reaching a sizable multiple of the national average; and (2) a speech production test that becomes ludicrous when scrutinized in relation to four French levels. EWA

734. WORD PREDICTABILITY AND INTELLIGIBILITY by H. RUBENSTEIN and I. POLLACK, Decision Sciences Laboratory, Electronic Systems Division, L. G. Hanscom Field, Bedford, Massachusetts, in *Journal of Verbal Learning and Verbal Behavior*, August 1963, Vol. II, No. 2, pp. 147-158.

In this study the intelligibility of monosyllabic English words in noise was investigated under a variety of constraints affecting their probability of occurrence: verbal context, number of prescribed alternative responses, and word frequency. For all these constraint-types, intelligibility is a simple power function of probability of occurrence. This function varies with the signal-to-noise ratio in a simple way which ultimately depends upon the nature of the materials under test—probably upon the number and probability distribution of the alternatives. This complex, however, may be summed up by a single constant, the slope of the log of the intelligibility versus the log of the probability function at 0 db signal-to-noise ratio. An equation relating intelligibility, probability of occurrence, and signal-to-noise ratio is proposed. HR, IP

735. A DESIGN FOR AN AUDIO ELECTRONIC REPEATER by Orrin FRINK, Indiana University, Bloomington, Indiana, in *Modern Language Journal*, February 1964, Vol. XLVIII, No. 2, pp. 78-82.

In this article I present a detailed functional design for a hypothetical electronic device which could be used with existing language laboratory equipment. The machine allows the individual to adapt one set of language tapes to his own needs, and on a laboratory scale allows a tape lab operator to adapt a language tape to one particular group of students without re-recording the whole tape or series of tapes. Some preliminary experiments with students at the Indiana University Intensive Language Training Center indicates that the continuous beating of repetitions combined with writing helps fix foreign language material in the students' heads. OF

736. A FRENCH CLASS AT TBILISI: LANGUAGE INSTRUCTION IN THE SOVIET UNION by Emanuel SALGALLER, in *Language Learning*, 1963, Vol. XIII, No. 2.

In this article I describe a visit I paid to a French class at the University of Tbilisi (Tiflis), the most outstanding institution of higher learning of the Transcaucasian region of the Soviet Union. The class consisted of future teachers of French. It seemed to me that these Soviet students did not show sufficient progress after a minimum of six years of foreign language study. They were particularly deficient in oral expression and pronunciation. Their performance seemed to justify the drive of the Soviet educational authorities to change the aims and methods of their foreign language instruction. While their present goal is speaking ability, they still retain much of their analytical grammar approach. The Soviet reform of foreign language teaching bears watching since it may enable us to avoid serious errors in our own methodology. ES

737. A PSYCHOLINGUISTIC EXPERIMENT IN FOREIGN-LANGUAGE TEACHING by George A. C. SCHERER and Michael WERTHEIMER, University of Colorado, Boulder, Colorado, McGraw-Hill Book Company, Inc., New York, 1964, 246 pages.

In this book we describe the controlled German teaching experiment conducted at the University of Colorado in 1960-62 with the financial support of the Language Development Branch of the U.S. Office of Education. The comparative effects of an audiolingual and a traditional teaching method were studied. At the end of the first year the audiolingual students were better in listening and speaking, but poorer in writing and in translation in either direction. At the end of the second year the audiolingual students were still better in speaking, but poorer in writing and German-to-English translation. All the significant differences obtained with validated measures of habituated direct association at the end of both the first and second year gave evidence that the audiolingual students had a more direct association between German symbols and their meanings. GSch, MW

738. TEACHING NEW SPANISH CONCEPTS FOR THE SPACE AGE by Virginia PENNINGTON, Western New Mexico University, Silver City, New Mexico, in *Hispania*, May 1964, Vol. XLVII, No. 2, pp. 367-368. Mailing Address: 520 W. 13th Street, Silver City, New Mexico.

This article stresses the need for changes in elementary school Spanish curricula. No longer do today's children study languages solely for cultural value, or for the trip which they *might* take someday. Foreign languages are necessary for future employment and for preserving world peace. This article contains a description of the new Teaching *in* Spanish program at the Teacher Education Center at Silver City, New Mexico. Conventional Spanish classes have been replaced in grades 3-8 by classes in math and science which are conducted entirely in Spanish. Spanish is introduced to first graders at the regular story hour by interjecting Spanish words into familiar stories. Results have been freedom from boredom, greater security for students and greater achievement. VP

739. AN IN-SERVICE ALTERNATIVE TO THE SUMMER INSTITUTE PROGRAM by David M. FELDMAN and Barbara SCHINDLER, University of Colorado, in *Modern Language Journal*, February 1964, Vol. XLVIII, No. 2, pp. 88-91.

In this article we describe a unique in-service training program for secondary school teachers of Spanish stressing the application of the findings of linguistic science to teaching all levels of Spanish. Under the sponsorship of the U.S. Office of Education, the following materials were developed for use by experimental groups which utilized self-directing, study-discussion methods: (1) a textbook (*The Modern Teaching of Spanish*) consisting of twelve chapters dealing with the audio-lingual approach and including an extensive, annotated bibliography, discussion questions, and detailed instruction in independent group study techniques, and (2) a comprehensive reference shelf. The results of the MLA Proficiency Tests in applied linguistics and professional preparation revealed that the participants' progress was closely comparable to that of participants in the nationwide summer institutes the previous summer, and are therefore indicative of a program well worth considering when teachers are unable to attend a summer institute. DMF, BS

740. A SUGGESTED AUTOMATED BRANCH PROGRAM FOR FOREIGN LANGUAGES by Richard BARRUTIA, Arizona State University, Tempe, Arizona, in Hispania, May 1964, Vol. XLVII, No. 2, pp. 342-350.

To keep up with the need for language learning, we must resort to automation just as industry does. By combining the principles of programmed instruction with modern linguistic theories, automatic branch programs are conceivable. The program here is self-adjusting according to the gravity and frequency of student error. It is an audio plus motion film program with the main terminal objective of target language comprehension. Dialogues, pattern drills, and audio discrimination exercises are presented in a strict format of frames. After each frame the student is tested by a multiple-choice audio test. The student responds by pressing an A, B, C, or D button on a device called the Audio Tester, which evaluates his responses and either accepts them by giving him more new material or rejects them by sending him through a branch specifically designed to correct the particular error. The article is illustrated with drawings and wiring diagrams. RB

741. FRESH THINKING ABOUT ORAL EXAMINATIONS by David SHILLAN, Davies's School of English, London, in English Language Teaching, April 1964, Vol. XVIII, No. 3, pp. 104-109.

In this article I review several new Oral examinations aimed at matching new emphases in teaching. The Cambridge Certificates are the most widespread qualification sought by students of English. Their brief Oral part does not always match the standard of the written papers and does not test the right skills. Their reading test requires a little-used capacity to transmit fiction aloud, but allows candidates to remain incapable of pronouncing necessary expressions of money, weights, measures, etc., and familiar proper names. My experiments since 1961 show the need for more thorough testing of comprehension and different types of reading and conversation. An all-oral certificate based on this work will be set up by the Association of Recognized English Language Schools. The value of the tape-recorder as an examining auxiliary is demonstrated. DS

742. FLES: A COMPARATIVE STUDY by Sister Marie Gabrielle, F.S.E. and Sister Raymond de Jesus, F.S.E., Diocesan Sisters College, Putnam, Connecticut, in Modern Language Journal, February 1964, Vol. XLVIII, No. 2, pp. 72-76.

In this study we proposed to investigate group differences in French listening comprehension and to analyze the predictive value of mental ability and English silent reading with respect to French listening comprehension. The subjects were 621 fourth graders in "mixed-parishes" in New England parochial schools. The findings seemed to indicate: (1) that the amount of contact with French in the home affected achievement in French listening comprehension, (2) that girls achieved significantly higher than boys, and (3) that scores in mental ability and English silent reading were inefficient predictors of success in French listening comprehension when used alone or as a team. MG

743. AUDITORY FACTORS AND THE ACQUISITION OF FRENCH LANGUAGE MASTERY by Ralph R. LEUTENEGGER, University of Wisconsin, Milwaukee, Wisconsin 53211, and Theodore H. MUELLER, University of Akron, in Modern Language Journal, March 1964, Vol. XLVIII, No. 3, pp. 141-146.

In this research project we attempted to predict ease or difficulty of mastering French, taught and tested by audio-lingual techniques. Scores on intelligence and aptitude tests for 31 male and 17 female beginning college students were used. The variables most highly correlated with the language laboratory scores were the English Effectiveness Total Score ($r = .55$) and the ACE Linguistic score ($r = .46$). Of the six Seashore Measures of Musical Talents, pitch yielded the highest correlation ($r = .27$) with the laboratory scores. Multiple correlation coefficients of .9942 and .7283 were obtained on laboratory score predictions for females and males respectively. Further data are being collected on a larger population. RRL, ThHM

744. THE MISSING LINK by Chester W. OBUCHOWSKI, University of Connecticut, Storrs, Connecticut, in Hispania, September 1963, Vol. XLVI, No. 3, pp. 609-612.

Dwelling on the teaching of modern foreign languages at the secondary school level, I argue that "neither the eminently desirable motivation provided by frequent testing, nor motivation in its more inclusive sense, nor comprehensive and discriminating testing, nor machines, nor even consistently brilliant teaching, will succeed in producing anything like the results possible until grades are made to embrace all classroom performance." I detail numerous reasons in support of my contention that "language learning would be markedly enhanced if all high school teachers of foreign languages adopted a grading system that would assign a definite and significant portion of the student's grade to his classwork," understood as everything done by him in class that is related to language learning exclusive of formal testing. CWO

745. THE SECONDARY MODERN LANGUAGE TEACHER: PUPPET OR PROFESSIONAL by John M. JONES, Jr., Lord Baltimore School, Ocean View, Delaware, in Modern Language Journal, March 1964, Vol. XLVIII, No. 3, pp. 154-155.

In this article I challenge the right of supervisors and department chairmen to dictate methods to secondary modern language teachers by visitation and compulsory conferences. The future of modern language education depends upon excellent teachers. How can we expect to attract them if we do not offer them professional conditions of work? These include dignity, prestige, academic freedom, and classroom autonomy. Classroom visitation degrades, denies professional status, and should not be practiced. The department chairman should be a primus inter pares; the supervisor, a specialist who assists in solving problems and securing materials. Coordination should be determined democratically. Professional courtesy is a must, and applies to all alike. Rating of teachers can be achieved without classroom visitation. JMJ, Jr.

746. THE FL PROGRAM IN 1963 by Donald D. WALSH, The Modern Language Association, 4 Washington Place, New York 3, New York, in PMLA, May 1964, Vol. LXXIX, No. 2, pp. 24-28.

In this annual report on FL Program activities, delivered at the general meeting of the Foreign Language Program in Chicago on December 29, 1963, I speak of developments in our Materials Center, statistical contracts with the U.S. Office of Education, the MLA-sponsored evaluation of the ND Language Institutes, and the two batteries of tests, the MLA Proficiency Tests for Teachers and Advanced Students and the MLA Cooperative Foreign Language Tests. The activity of greatest immediacy and importance in the Foreign Language Program is to improve the preparation of foreign language teachers to the point where they will not need retraining in NDEA Language Institutes. DDW

747. REFLECTIONS ON THE TEXTBOOK JUNGLE by Gifford P. ORWEN, State University College, Geneseo, New York, in The French Review, April 1964, Vol. XXXVII, No. 5, pp. 557-564.

I find in the welter of contemporary language texts for colleges attractive and useful features, many of which are happy innovations indeed. At the same time, an uncomfortable emphasis on the conversational approach has engendered verbosity, over use of pattern drills, and a rather juvenile point of view. I urge a more eclectic and better balanced approach as the more effective in dealing with young adults. In particular, a greater stress on structural analysis is desirable, as well as greater recognition of a general-purpose aim for the average class as opposed to purely oral. GPO

748. CULTURAL TRANSLATION FOR FOREIGN STUDENTS OF ENGLISH LANGUAGE AND LITERATURE by Anita PINCAS, University of Sydney, Australia, in Language Learning, December 1963, Vol. XIII, No. 1, pp. 15-25.

In this article I suggest that to understand the meaning of language items, a foreign student must know the cultural context in which they occur when used by native speakers. Incidental cultural explanations by the teacher can be fruitfully supplemented by systematic exercises connected with the student's reading of English literature. "Cultural translation" is an exercise in which, after having learned how to isolate cultural units and relate them to linguistic units, the student systematically transposes a story (or incident, or essay) from one cultural setting to another. A detailed example is worked out, based on C.P. Snow's "The New Men." AP

749. THE TEACHING OF ENGLISH IN PAKISTAN by W. E. MOSS, British Council English Language Officer, Karachi, India, in English Language Teaching, January 1964, Vol. XVIII, No. 2, pp. 63-69.

In this article I trace the position of English from pre-Partition days to the present. Although Urdu and Bengali are now the national languages, English has still an important part to play within the country's education system. If it is to be taught well and effectively, more attention must be paid to the need for providing teachers with a working knowledge of the techniques employed in second language teaching and to ensure that they have that command of the language which is essential if they are to teach it by a method that places primary stress upon oral work. New English texts, based upon the latest linguistic research, are now being written for use at school and college level; we must ensure that our teachers are able to use them properly. WEM

750. THE IMPACT OF LINGUISTICS ON LANGUAGE TEACHING: PAST, PRESENT, FUTURE by Robert L. POLITZER, Stanford University, in Modern Language Journal, March 1964, Vol. XLVIII, No. 3, pp. 146-151.

In this article I try to assess the impact which not only our views of language but also educational psychology and public attitudes toward "internationalism" have had in language instruction during the past decades. I try to show how the interplay of these forces led from "grammar-translation" to the "audio-lingual method" and is about to bring in emphasis on programmed instruction. I finally express the hope the language teaching profession will consider linguistics and psychology as tools to achieve its objectives rather than as forces determining the methods and aims of foreign language instruction. RLP

751. A STUDY OF THE COMPARATIVE EFFECTIVENESS OF THE (1) PROGRAMMED INSTRUCTIONAL AND (2) CONVENTIONAL CLASSROOM METHODS OF TEACHING ENGLISH GRAMMAR AND MECHANICS by Melvin H. WOLF, with the cooperation of Martha R. WRIGHT, Department of English, University of Massachusetts, Amherst, Massachusetts.

The results of this study (1962-1963) support the conclusion that, in a college remedial English program, English grammar and mechanics can be taught as effectively by a programmed textbook used outside the classroom as by the conventional classroom methods of instruction. Class time should be devoted to accomplishing that which programmed material cannot be made to accomplish. Study population: 72 students in 4 sections. Textbook: English 3200 by Joseph C. Blumenthal. Pre- and post-test: Parts I and II of Test A ("Mechanics of Expression") in the Cooperative English Test, Higher Level, Form Z (ETS). MHW

752. A SYSTEM FOR TEACHING MODERN FOREIGN LANGUAGE READING by George A. C. SCHERER, University of Colorado, Boulder, Colorado, in "Teacher's Notebook" in Modern Foreign Languages, Spring 1964, 12 pages. Harcourt, Brace and World, Inc., 757 Third Ave., New York, New York 10017.

In this pamphlet I discuss some possibilities for exploiting the advantages of an audio-lingual start in language learning toward the construction of reading materials that will lead the student to real reading power with the appropriate phonetic melody and automatic recognition of meaning with direct association between symbol and referent. The discussion includes a description of systematic programming strategies for reading materials from the earliest stage in reading to the point of liberation from an end-vocabulary in the book. GSch.

753. LANGUAGES AND EDUCATION—A CRITICISM by Theodore ANDERSSON, University of Texas, Austin 12, Texas, in The Graduate Journal, University of Texas, Fall 1961, pp. 406-421.

In this article I consider the outstanding features of FL education in the U.S., past and present, and try to show that its weaknesses correspond to defects found throughout our educational system. I argue that our FL instruction has been vitiated by a failure to understand the nature of language, by a disregard of the principles of developmental psychology, and by excessive academicism. Especially mischievous among our many more general educational defects is our irrational system of teacher recruitment, training and certification. I advance the claim that this particular defect can be eradicated if we base certification not on credits but on demonstrated proficiency no matter how acquired. TA

754. THE 'DO-IT-YOURSELF' LANGUAGE LABORATORY by J. D. FOX, Old Swinford Hospital School, Stourbridge, Worcestershire, England, United Kingdom, in Modern Languages, December 1963, Vol. XLIV, No. 4, pp. 156-158.

In this article I described my experience teaching English to Chinese college students in Hong Kong. In the language laboratory, many students tended to pay little attention during the playback phase, and therefore there was a danger they would overlearn their mistakes. We found it better to cut out the playback, and the tape-recorders for each position were accordingly superfluous. All one needed was a master-recorder, playing into a set of pairs of audio-activated headphones, each with its own microphone. Such a 'Do-it-yourself' language laboratory has been installed at this school for one position for only 30/- ($4.20), apart from the cost of the tape-recorder. It can be argued that such a laboratory has clear advantages in both linguistic efficiency and economy. JDF

755. UNITED STATES AIR FORCE ACADEMY LANGUAGE PROGRAM by Colonel Alfonse R. MIELE, USAF Academy, Colorado 80840, in The Linguistic Reporter, April 1964, Vol. VI, No. 2, pp. 1-2.

In this article I write that the philosophy of the Foreign Language Department is "Language is a living thing." Instruction involves a brief warm-up, habit drills, and a preview of next day's lesson. The faculty holds weekly planning sessions. Basic program rationale is (1) exposure to new sounds via pictorial stimuli; (2) intensive habit drills and inductive grammar; (3) proficient use of FL in applied and wide-ranging situations. Laboratory is integral, compulsory part of program on a four "live" to one "lab" ratio, and serves to review, reinforce, and test. Social science readings orient the Enrichment Program. Current research concerns ETV as an adjunct to "live" teaching; and, creation of new materials. Program changes are made only after extensive, careful and reasoned experimentation and testing. ARM

756. ASPECTS OF ANTHROPOLOGY AND LANGUAGE STUDY IN THE PEACE CORPS by John L. LANDGRAF, New York University, New York 3, New York, in Modern Language Journal, November 1963, Vol. XLVII, No. 7, pp. 305-310.

In this article I described the appeal of the Peace Corps program to the anthropologist, particularly with respect to the need for linguistic participation by Peace Corps Volunteers in exotic communities overseas. Problems of administration of some thirty-four languages by the Peace Corps are described, and attention is called to the effect of their experiences on the large number of Volunteers due to return to the U.S. after their service overseas, many of whom will seek careers in linguistics, language teaching—and anthropology. Finally, with the growing interest in the Peace Corps among students, the importance of the language teacher as a basic preparator for overseas cross-cultural experience and communication is emphasized. JLL

757. ELEMENTARY LANGUAGE TEACHING AND ELEMENTAL SCHOLARSHIP by Northrop FRYE, Victoria College, University of Toronto, Toronto, Canada, in *PMLA*, May 1964, Vol. LXXIX, No. 2, pp. 11-18.

In this article I argue for an articulated programme of English teaching from elementary school to university. I argue that English teaching should work from poetry to prose, and follow the normal development of the child's mind in moving from the conventionalized to the realistic. I say that the study of mythology, specifically Biblical and Classical mythology, has an important place in such teaching as providing the essential principles of literary structure and metaphorical imagery. I conclude with a suggestion about the practical value of such coordinated teaching in training the imagination to resist the mythology of uncritical social adjustment. NF

758. ENGLISH AND OTHER LANGUAGES IN AFGHANISTAN by Garland CANNON, Queens College of the City University of New York, Flushing 67, New York, in *Modern Language Journal*, November 1963, Vol. XLVII, No. 7, pp. 314-318.

In this article I describe the native richness of languages in Afghanistan and that Government's desire for its citizens to have access to some of the best that has been known and thought outside the Moslem world, as the reasons for the generally ineffective foreign-language teaching, both in the official national tongues of Pashto and Afghan Persian as second languages and in Western languages like English. Progress toward the linguistically and pedagogically sound teaching of English is being made by Afghan and American Peace Corps instructors. However, the Afghans themselves may need to resolve the formidable problems in language teaching in their country through choice of a single official national language and a single Western one for schools and communicational media. GC (R)

759. THE QUALITATIVE ASPECT OF THE SPANISH DIPHTHONG by Lester BEBERFALL, Wisconsin State College, Oshkosh, Wisconsin, in *Modern Language Journal*, March 1964, Vol. XLVIII, No. 2, pp. 136-141.

In this article I develop the thesis that any group of vowels which qualifies as a diphthong by quantitative standards can be expected to show a qualitative change, that is, a new sound. For example, a strong *a* will combine with a weak *u* to form a diphthong, as in *cAusa* and *cuAl*. The *a* is accorded more time than the *u*. This is the quantitative aspect. It can then be anticipated that a new sound will emerge, in this case, *ow* as in the English *how*. This sound is markedly different from any of the constituents. By this twin standard *e followed* by *i* or *u*, as in *comeis* and *reuna*, will not constitute a diphthong. By the qualitative standard alone it is evident that the *e*'s are sounded approximately as it is in *reo*, the *i* as in *mito*, and the *u* as in *luna*. It should be clear that unless the concept of diphthongization is thoroughly understood, one runs the risk of making incorrect decisions concerning the use of the accent mark. For hundreds of years *fui*, *fue*, *dio* and *vio* were written with accent marks. The same writers who marked the *o* in *dio* left it off in *dios* and *diosa*, despite the fact that the same diphthong is evident in all three words. This can be explained only in terms of a less than perfect understanding of the Spanish diphthong. LB

760. A COOPERATIVE PROGRAM IN CHINESE AND JAPANESE LANGUAGE TEACHING: THE FIRST CIC FAR EASTERN LANGUAGE INSTITUTE HELD AT THE UNIVERSITY OF MICHIGAN, JUNE 24 - AUGUST 17, 1963 by Joseph K. YAMAGIWA, University of Michigan, Ann Arbor, Michigan, in Language Learning, 1963, Vol. XIII, No. 1, pp. 41-44.

In this report I describe the first of four rotating Far Eastern Language Institutes sponsored by the Committee on Institutional Cooperation of the Big Eleven (the Big Ten plus the University of Chicago). These institutes are supported by a $256,000 grant from the Ford Foundation, funds from the host institutions, and fellowship and other grants from the U.S. Office of Education and various participating institutions. Twenty-five teachers from fourteen colleges and universities taught 125 students from forty-one institutions. The problem of articulating the courses given in the Institute with the programs offered in the institutions to which the students return was met by discussions in faculty conferences and by the development of various types of instructional material. JKY

761. A STUDY OF THE DEVELOPMENT OF GRAPHEME-PHONEME CORRESPONDENCES by E. J. GIBSON, H. OSSER, and A. D. PICK, Cornell University, Ithaca, New York, in Journal of Verbal Learning and Verbal Behavior, August 1963, Vol. II, No. 2, pp. 142-146.

The hypothesis was tested that children learn spelling-to-sound correlations (grapheme-phoneme correspondences) in such a way that they can be transferred to new materials which fit the correspondence rules. Children at the end of first and third grade were presented tachistoscopically with trigrams of three types: familiar words, pseudo-words which fit the rules, and pseudo-words which did not. Familiar words were read most accurately, but pseudo-words which fit the rules were read significantly more accurately than ones which did not. Children in the early stages of reading skill had already generalized certain consistent predictions of grapheme-phoneme correspondence. It was also shown that as skill develops, span increases and generalizations of correspondence are extended to longer words. EJG, et al.

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762. FOREIGN LANGUAGES IN COLLEGES AND UNIVERSITIES by Roger L. HADLICH, et. al., Division of Modern Languages, Cornell University, Ithaca, New York, in G. J. Jones, ed., Reports of the Working Committees, 1964 Northeast Conference on the Teaching of Foreign Languages, pp. 37-57.

In the attempt to specify an ideal program, the working committee recognized certain tensions in the language teaching profession, growing out of apparent conflicts between demands on language learning on the one hand and literary study on the other, and intensified by the increasing acknowledgement of the new status accorded language skill. The report contends that these tensions are not inherent in the profession and must be alleviated in the interest of successful and productive work in the entire field. The specific recommendations of the report are based on a severe indictment of present undergraduate programs, whose requirements and practices have been shaped, for the most part, by those of the graduate school. In turn, present undergraduate programs influence secondary schools in the wrong direction, away from their proper task of training students in the four skills. These recommendations include: (1) the clear methodological distinction between "skill" and "content" courses; (2) flexibility in the courses for students continuing a language in college who enter without having achieved an adequate standard of four-skill proficiency; (3) a strict four-skill proficiency requirement for admission to college literature courses, with proper testing and diagnostic procedures; and (4) an undergraduate major program with minimum requirements in literature, language and area studies, and concentration in any one of these branches of language study. RLH (R at $2.50 each volume from The American Classical League Service Bureau, Miami University, Oxford, Ohio.)

"Keep abreast to Stay ahead"

763. FOREIGN LANGUAGES IN THE SECONDARY SCHOOL by Working Committee II, Milton R. HAHN, Chairman, Westport Public Schools, Westport, Connecticut, in (See Abstract No. 762), pp. 19-36.

In this report we recommend a planned sequence of listening comprehension, speaking, reading, and writing development throughout a secondary school foreign language program comprising at least four years of study, preferably six. Such a program in operation, free from those pressures which cause disproportionate emphasis to be placed on the reading skill to the detriment of the others, and in which there are a variety of instructional materials planned and prepared with specific goals and purposes in mind, and well-trained teachers who know how to use them, will produce a high level of proficiency in interpersonal communication and intercultural performance on the contemporary scene, while at the same time furnishing the essential prerequisites for the subsequent more efficient and effective achievement of humanistic aims. MRH

764. FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL by Conrad J. SCHMITT, Coordinator of Foreign Languages, Hackensack Public Schools, Hackensack, New Jersey, and Committee members, in (See Abstract No. 762), pp. 3-18.

In this report we define FLES and outline an ideal program that can be realistically carried out in communities throughout the United States. Our definition of FLES is continued instruction in a foreign language from an early elementary grade through grade twelve in the senior high school. We recommend daily exposure to the language at the elementary level. The materials used at this level should present structural concepts of the foreign language. The child should not parrot language that he cannot manipulate. Suggestions are given for the dual track in the secondary school and the type of instruction that should be given to the students with elementary school background. The assumption of the report is that FLES can and will be successful if the program is properly carried out. CJS

765. TEACHING ENGLISH PRONUNCIATION IN SOUTHERN AFRICA by L. W. LANHAM, University of Witwatersrand, Johannesburg, South Africa, in Language Learning, 1963, Vol. XIII, Nos. 3 and 4.

In this article I report that unchecked mother-tongue interference is producing unique, mutually unintelligible forms of African-English pronunciation in each major linguistic area in Africa. All linguistic systems are affected, but pronunciation more seriously disrupted than any other. This situation will continue until: authentic models of English are available in the classroom; pronunciation is taught systematically and apart from the inconsistent writing system; teaching materials are specifically directed against major interference factors (actually only four or five in Southern Africa). Required to restore a rapidly deteriorating situation are: recorded drills and exercises for every lesson; a systematic presentation of English pronunciation directed against points of interference (not at substituting British English for the "African accent") and backed by a phonemic spelling used for all early reading exercises; teacher training in new methods and a new understanding of English pronunciation. LWL

766. ITALIAN AND ASSIMILATION by C. A. MC CORMICK, Department of Italian, University of Melbourne, Victoria, Australia, in Babel, July 1964, No. 26, pp. 2-4.

In this article I discuss the position of the teaching of "migrant languages," particularly Italian, in Australian schools. Many Italians in Australia are anxious at their childrens' loss of the language, yet many Australians fear that the teaching of migrant languages will hinder assimilation. Main points in reply to the "assimilationists" are: (1) modern language teachers believe language instruction enriches pupils culturally; we should therefore make use of the linguistic basis possessed by migrant children; (2) if, as is believed, learning a foreign languages increases awareness of one's own, the study of Italian will help an Italian child's English; (3) teaching of migrant languages will help to ease friction between old and new generations; (4) it will increase the interest of Italian parents in education. CAM

767. DIFFICULTIES IN MEASURING PRONUNCIATION IMPROVEMENT by Joris E. STRAIN, University of Michigan, Ann Arbor, Michigan 48104, in Language Learning, 1963, Vol. XIII, Nos. 3-4, pp. 217-224.

In this article I sum up an experiment that was intended to measure pronunciation improvement (recognition level) among Japanese college students of English. The discussion treats (1) experiment design, (2) data collection, preparation, and presentation (two graphs are included), and (3) analysis. Its purpose is (1) to suggest criteria and procedures for experiments, (2) to survey variables that should be considered in experiments, and (3) to raise several questions that others interested in experimentation might also undertake to investigate. JES

768. A PHONETIC APPROACH TO VOICE AND SPEECH IMPROVEMENT by William H. CANFIELD, Adelphi University, Garden City, New York, in The Speech Teacher, January 1964, Vol. XIII, No. 1, pp. 42-46.

In this article I discuss and illustrate methods of utilizing phonetics for the improvement of many elements of voice and speech production. A phonetic approach to speech improvement should include more than the teaching of the phonetic alphabet and explaining the differences between orthography and pronunciation. It must include practical application of procedures which demonstrate the interrelationship and effects of voice, rhythm and articulation in the total product of speech. Only as phonetics is made a part of a holistic and dynamic concept of voice and speech production can this important means of integrating speech skills be fully realized. WHC

769. VERBAL REACTION TIMES TO BRIEFLY PRESENTED WORDS by Irwin POLLACK, Decision Sciences Laboratory, Bedford, Massachusetts, in Perceptual and Motor Skills, August 1963, Vol. XVII, No. 1, pp. 137-138.

In this paper I attempted to examine the speed of response to words presented briefly in a tachistoscope. The main variable studied was the size of the vocabulary from which the words were chosen. I found that the speed of response increased in proportion to the logarithm of the size of the vocabulary, at least for vocabularies of 2-1000 words. The change of response time with vocabulary size decreased with practice. IP

770. ALTERNATIVES TO LITERARY STUDIES IN POST 'O' LEVEL LANGUAGE COURSES by J. CRUICKSHANK, University of Sussex, Brighton, England, in *Modern Languages*, March 1964, Vol. XLV, No. 1, pp. 18-20.

In this article I consider the problems confronting those British schoolchildren who have a marked aptitude for language-learning but little taste for literary studies. The increasing need to write and speak foreign languages should make us consider breaking the hitherto inviolable combination of linguistic and literary studies. I suggest that academic 'respectability' can be retained if the usual literary texts are replaced, e.g. (in French) by Pascal's *Pensées*, Voltaire's *Siècle de Louis XIV*, Rolland's *Vie de Tolstoi*, Sartre's *Réflexions sur la question juive*, Weil's *La Pesanteur et la grâce*, etc. Lively discussion of the content of such texts would need to be accompanied by much more practical language-learning which should have begun at the age of eight or so, which should put much more emphasis on the spoken language and which would stress prose composition less while using various types of comprehension tests. In general, the results of linguistic research should be applied more systematically to the learning of languages (cf. the Army Specialized Training Program courses developed in the U.S.A. during the last war). JC

771. SUBSTITUTION TABLES IN THE TEACHING OF GERMAN WORD ORDER by James A. WHEELER, in *Babel*, July 1964, No. 26, pp. 17-18.

In this article I suggest that effective substitution tables leading to pattern drilling in German word order can be easily constructed by teachers who use the inductive method of teaching grammar if care is taken in selecting example sentences. Three sentences illustrating the relative positions of adverbial expressions of manner and place are given. Since the units of the sentences are interchangeable they can be used for pattern drilling, simple oral and written composition by the pupils, conversation between pupil and teacher and as a basis for rapid oral translation into German. Such intensive oral drilling of patterns enables pupils to learn German by using it, to establish speech habits and also to improve their ability to read German. JAW

772. FRENCH POETRY FOR CHILDREN: A SELECTED, ANNOTATED BIBLIOGRAPHY by Marie-Georgette STEISEL, Temple University, Philadelphia 22, Pennsylvania, in *The Modern Language Journal*, March 1964, Vol. XLVIII, No. 3, pp. 123-129.

The purpose of this article is to make teachers aware of the wealth of excerpts from French poetry, available in book form, capable of helping with the linguistic literary and cultural aims of language instruction at the elementary level. Books of poetry, especially written for children, are described. The approximate price of each volume, choice of themes, level of difficulty, are followed by a few typical lines. Let us learn the colors with Verlaine: "Dame souris trotte/ Noire dans le gris du soir.."; or the passé composé: "Et j'ai fermé les yeux et je l'ai entendue/ Chanter son chant de jours, de saisons et d'années/ Et j'ai fermé les yeux pour écouter la vie" (Régnier). For we want the children to hear, imitate and remember the Kings' French; such Kings as Charles d'Orléans, Villon, Rimbaud, Verhaeren, Robert Desnos and Maurice Carême. M-GS

773. THE ALTERNATIVE QUESTION AS A TEACHING DEVICE by Charles W. KREIDLER, Georgetown University, Washington 7, D.C., in Language Learning, 1963, Vol. XIII, No. 2, pp. 63-73.

In this article I suggest that the alternative question is a means of leading from the conventionalized responses of pattern drills to the production of freer, more meaningful utterances which at least approximate conversation in the target language. The alternative question, unlike other types of questions, facilitates the student's production because it suggests its own answer. It can develop the student's feeling for the structure of the new language because it links words and phrases which are semantically and grammatically related. It is useful in inductive teaching, leading the learner to observe. It is helpful for eliciting from the student information he possesses but has not yet learned to express in the new language. Numerous illustrations are given. CWK

774. A CASE FOR THE TEACHING OF THE HISTORY OF THE FRENCH LANGUAGE by Arthur HEISER, Oglethorpe University, Atlanta, Georgia, in The Modern Language Journal, March 1964, Vol. XLVIII, No. 3, pp. 134-136.

In this article I try to establish that a course in the history of the French language provides a link between laboratory (structural linguistics) and literature courses. After a synchronic approach, and before practical use of the language, a diachronic interpretation should be in order. This would render previous study meaningful since the intelligent French student wants to discover how Latin evolved into French, what traces other languages have left and what lessons he can draw in his own thinking about language. The study of Old French is only one phase of such a course, which can be offered, depending on qualifications of students and professor, on almost any level of instruction. AH

775. THE FUTURE OF FRENCH TEACHING IN AUSTRALIA by Judith ROBINSON, University of New South Wales, Kensington, Sydney, Australia, in The Forum of Education, September 1963, Vol. XXII, No. 2, pp. 78-83.

There is a considerable body of opinion in Australia in favour of replacing traditional European languages such as French by Asian languages such as Japanese and Chinese as subjects for study in secondary schools. This argument is primarily based on utilitarian considerations, but has gained added force because of the feeling that neither from the linguistic nor from the cultural point of view is the teaching of French in Australia achieving its true aim. The situation can be easily remedied by teaching French less as an abstract intellectual discipline and more as a living language, which students should be encouraged to speak as well as write. In the cultural field, very much more stress should be placed on the study of modern French society and on France's important role in the new Europe of the Common Market. Another aspect of contemporary France which should be stressed is her impressive achievements not only in literature and the arts but also in science and technology, which have become an integral part of the French cultural tradition. JR

776. THE RELATIONSHIP BETWEEN FRENCH SILENT READING AND THE TWO FACTORS, MENTAL ABILITY AND ENGLISH SILENT READING AT A FOURTH GRADE LEVEL FOR LINGUAL, SEX, AND MENTAL ABILITY GROUPS by Sister MARIE GABRIELLE, F.S.E., Diocesan Sisters College, Putnam, Connecticut, Doctoral Dissertation in the Graduate Department of the School of Education, Fordham University, under the mentorship of Francis J. Crowley, 1964. Microfilmed, Ann Arbor, Michigan.

In this study I tried to evaluate the achievement in French silent reading of 880 fourth grade pupils attending parochial schools in New England and to discover if mental ability and English silent reading were reliable predictors of French silent reading at this level. This study would seem to indicate (1) that all students profited from foreign language study, (2) that the performance of girls was superior to that of boys, (3) that pupils having more contact with French outside the classroom achieved higher than those with less contact, (4) that mental ability and English reading proficiency were not adequate screening instruments for success in French, (5) that sex-lingual groups should be considered when setting up a foreign language program. MG

776A. FOUR CULTURES: GERMANY. Selected and annotated bibliography by E. M. FLEISSNER, et. al., Wells College, Aurora, New York, in PMLA, September 1964, Vol. LXXIX, No. 4, Part 2, pp. 19-26.

In this research project I present a list of 29 titles dealing with German culture not so much in the artistic as in the sociological sense of the word, i.e., with geography, history, politics, customs, living traditions. Philosophy, art, and literature receive less attention. These are books useful to the teacher and student of German as background reading. Each title is briefly explained and evaluated. An introductory essay points out sources of further information, i.e., newspapers, journals, handbooks. All material is available in print. Books in German and in English are included. The list is no survey, only a sampling of authentic and worthwhile material. EMF

777. THE GERMAN TEACHING EXPERIMENT AT THE UNIVERSITY OF COLORADO by George A. C. SCHERER and Michael WERTHEIMER, University of Colorado, Boulder, Colorado, in The German Quarterly, May 1962, Vol. XXXV, No. 3, pp. 298-308.

In this progress report we drew some tentative conclusions regarding the first year of a two-year experiment in the teaching of German comparing a traditional and an audiolingual method. The two groups were comparable in characteristics which might be expected to affect their language learning ability. After exposure to the two treatments, the audiolingual students were far superior in listening, speaking, direct association, and integrative orientation. They were not significantly inferior in pure reading and writing ability. The traditional students were far superior in translating. GACS, MW

MLabstracts

778. PAUSE CONTROL: A DEVICE FOR SELF-PACING IN THE LANGUAGE LAB by G. MATHIEU, California State College, Fullerton, California, in Audiovisual Instruction, June 1964, p. 352.

In this article I describe a foot control by which the student can stop the tape in order to lengthen the pause or insert a pause on the tape for echoing or responding. Every one of our thirty stations is equipped with such a selanoid foot control. With the pause lever under his foot, the student can adjust the pause to his individual needs. The foot control thus fulfills a basic principle of programed learning. To small steps, active response, and immediate confirmation-correction is added the fourth principle: self-pacing for the length of the pause. Similar application is made for machine drills in class for group pacing. Here the instructor attaches a foot control to the tape recorder to give group enough time to respond or echo. A picture shows student using foot control, which also leaves hands free for written responses in programed texts which combine sound and sight. (See also MLabstracts No. 6, 247.) GM

779. OCCUPATION: LANGUAGE LABORATORY DIRECTOR by Daymond TURNER, University of Delaware, Newark, Delaware, in The Modern Language Journal, March 1964, Vol. XLVIII, No. 3, pp. 151-154.

In this article I point out that if our colleges and universities are to realize an adequate return on their not inconsiderable investment in electronic equipment they must recognize the need for a full-time language laboratory director with adequate technical and clerical assistance. This individual should be an experienced foreign language teacher, but need not, himself, be a technician. He should have responsibility with commensurate authority in the areas of personnel administration, research, planning, operations and training (in laboratory use only), procurement, maintenance, and storage of supplies and equipment. Effective laboratory management at college or university level requires not only services of a full-time director but the cooperation and support of many. DT

780. COME WOMBATS AND WORSHIP by J. Clark JENKINS, Ventura County Department of Education, County Courthouse, Ventura, California, in Hispania, March 1964, Vol. XLVII, No. 1, pp. 121-123.

In this article I tried to sound words of warning, caution, and alarm to modern foreign language teachers who are faced with the implementation of the new audiolingual methodology which has so dynamically taken its place in the sun in the past few years here in the United States. The article developed as a result of my observations of secondary school foreign language interns from Stanford University. I felt it to be my duty as their supervisor to present something that would pointedly underline some of the dangers of becoming too deeply indoctrinated or dogmatized with any one approach to foreign language instruction. I did this through my little satire which presents educational fanaticism in the form of an analogy to religious zealots. This article is not a condemnation of A-LM, but is a condemnation of some of the lunatic fringe who become rabid after a brief exposure to the New Light without seeing and understanding the real philosophy of this new approach to foreign language instruction. JCJ

781. LA PSICOLINGUISTICA OGGI by Renzo TITONE, Pontificio Ateneo Salesiano, Via Marsala 42, Roma, Italy, published by PAS-Verlag, Roma, 1964 ($3.00).

In this book I have tried to go beyond the early attempts toward a synthesis of psycholinguistic study and research data. My book runs along the lines drawn by the reports of the 1953 Indiana University Seminar edited by C. A. Osgood and T. Sebeok. The novelty in it, I believe, consists in an original systematization of the scientific material concerning psycholinguistic problems and data, and especially in a wider and deeper interpretation of such findings from the point of view of an eclectic psychology of language phenomena. Beside the effort aiming at concentrating an imposing mass of data, I have also tried to assemble a vast commented bibliography consisting of 328 items taken from the international literature on the subject. RT

782. THE PEACE CORPS AND FOREIGN LANGUAGE EDUCATION—A FORWORD by Donald R. SHEA, University of Wisconsin, Milwaukee, Wisconsin 53211, in The Modern Language Journal, November 1963, Vol. XLVII, No. 7, pp. 299-300.

In this article I discuss the importance of foreign language instruction in the training programs developed by universities to prepare Peace Corps Volunteers to serve effectively overseas. No other agency of the U.S. Government perceives more clearly than the Peace Corps the importance of foreign language training. The remarkable record of success of the Peace Corps is due in part to this realization. Universities have found that they can develop a higher degree of oral proficiency in a shorter time than previously believed possible, and thus the experience in Peace Corps training should have a beneficial impact on regular credit instruction on our campuses. The Peace Corps has thus brought both opportunity and challenge—the challenge being the necessity of constantly evaluating the efficiency of the methods of language instruction. DRS

783. INTENSIVE COURSES FOR FIRST YEAR COLLEGE STUDENTS by Miss Willy D. ENGINEER, Bombay English Language Teaching Institute, British Council, French Bank Building, Homji Street, Bombay 1, India, in Teaching English, August 1963, Vol. VIII, No. 1, pp. 5-9.

In this article I have tried to show that a great deal can be achieved in a limited time if the material for the course is carefully selected and administered. Dictation was found to be a valuable aid in helping students reproduce the spoken word with a fair degree of accuracy. Comprehension based on the same passage trained them in what to look for, drawing their attention to the recognition of valuable language signals. Controlled exercises in drilling the correct sentence patterns were given to help improve expression. WDE

784. THE CASE FOR LATIN by William Riley PARKER, Indiana University, Bloomington, Indiana, in PMLA, September 1964, Vol. LXXIX, No. 4, Part 2, pp. 3-10. Also in The Classical Journal, October 1964, and Hispania, October 1964.

Latin, simply as a foreign language, offers a demonstrably valuable experience, and, studied to the point of reasonable competence, it offers also an educationally unique experience: a sense of our relevant past, cultural and linguistic. WRP (R available from the MLA).

The next five abstracts are from Advances in the Teaching of Modern Languages, Vol. I, edited by B. Libbish, London: Pergamon Press, and New York: Macmillan Co., 1964.

785. LANGUAGES IN THE PRIMARY SCHOOL by George TAYLOR, Chief Education Officer, Leeds, pp. 155-161.

In this article I discuss the approach to modern languages modelled on the teaching of classics and the reasons for the failure of the "Direct Method" introduced in the twenties. Recently, the researches of neurologists have indicated that new speech patterns should be learnt in the pre-adolescent stage and this fact together with modern junior and infant school methods make the learning of a second language as a means of communication an appropriate activity for the primary school; audio-visual aids based on research at CREDIF can be extensively used in the initial stage. Experimental work in Leeds and elsewhere showed that the oral learning of a second language is possible for children of all ranges of ability. The difficulty of introducing language teaching for all children at the primary stage stems from the shortage of suitably qualified and trained teachers and the further problem yet to be solved is the continuity of approach at the secondary stage. GT

786. THE TEACHING OF MODERN FOREIGN LANGUAGES IN THE UNITED STATES by Donald D. WALSH, The MLA, 4 Washington Place, New York 3, New York, pp. 83-90.

In this chapter I describe the changes that have taken place in language learning since 1952: emphasis on audio-lingual beginning, expanded use of the language laboratory, contributions of descriptive linguistics to language learning, the preparation of contrastive structural and phonological analyses, analysis of culture, programmed instruction, the development of the MLA Proficiency Tests for Teachers and Advanced Students and the MLA Cooperative Foreign Language Tests, and the impact of the National Defense Education Act. DDW

787. FIFTY YEARS OF MODERN LANGUAGE TEACHING by F. L. DASH, Stationers' School, Hornsey, London, N.8, pp. 99-109.

In this article I say that Walter Ripman's revolutionary methods made it clear that language has something to do with the gift of tongues. Now, with the "audio-visual" revolution, we have reached the promised land of knowledge without drudgery. But is there no danger that old-fashioned grammar will be replaced by the new-fangled gimmick? Long before the modern audio-visual cult teachers appealed to their pupils' brains by way of their ears and eyes. My experience has impressed me with the variety of childrens' reactions and needs. I recommend a good mixed diet based on the text-book. Valuable help can be obtained from specially produced magazines, records and films. The learner's first impressions should be received through the ears, but to know a language nowadays implies the ability to read and speak it. How can one imagine modern man without his newspaper? Our pupils graduate from the classroom to the adventure of a holiday exchange abroad. They will one day be able to discuss business or ballet, films or philosophy with their foreign friends. FLD

788. ADVANCES IN TEACHING METHOD by Nancy R. EWING, University of Birmingham, England, pp. 110-122.

Three factors have greatly enhanced the status of modern language teaching in England: socio-economic progress, research in linguistics and advances in technology, particularly in the field of electronics. Their combined impact on schools is becoming apparent. Reform has started from below in the primary schools and will affect the teaching of languages in secondary schools in spite of the present stranglehold of external examinations and university requirements. Importance attached to the spoken language, practiced with the aid of audio-visual courses, is the foundation on which further language teaching is based. Once the initial state is completed, reliance on mechanical aids will decrease, and more will depend on the ability of the teacher whose task is to activate the knowledge of the foreign language acquired through reading and discussion. It is unrealistic to imagine that the introduction of electronic teaching aids alone will transform our teaching of languages. NRE

789. AGE AND LANGUAGE LEARNING by Elisabeth INGRAM, Department of Applied Linguistics, University of Edinburgh, pp. 18-24.

This article was written because I was fed up with people who think there is only one "Method"—their method—of teaching languages. I point out that learning methods as well as learning abilities vary with the age of the learner. To illustrate I consider: (1) the six year old: his language is spoken, his learning is through activity, his attention span is short, his motor learning seems effortless, his admiration for his teacher is boundless; (2) the twenty year old: he is highly literate, his learning—much of it abstract—is through books, his concentration is good, his motor learning is poor, he considers himself his teacher's equal; (3) the twelve year old, whose abilities are between these two, whose main characteristic is his adolescent rejection of the values and authority of adults. Efficient language teaching should capitalize on the advantages and minimize the disadvantages of each of these very different types of learners. EI

790. THE RELATIVE EFFECTIVENESS OF EARPHONES AND LOUDSPEAKERS AS A MEANS OF PRESENTING A LISTENING TEST IN A FOREIGN LANGUAGE by Richard E. SPENCER, University of Illinois, and Edmund SEGUIN, Pennsylvania State University, in *The Modern Language Journal*, October 1964.

Commercial language laboratories rely upon the use of earphones through which stimulus material is presented. Actual foreign language speakers are not heard through earphones, however, nor are the usual listening comprehension language tests which are normally presented over loudspeaker systems. There is a difference, then, between the learning situation, the testing of the learning, and actual communication with foreign materials. In this study two groups were tested with a listening comprehension test in German (College Board Tests), with either earphones, or loudspeakers. The results show that the performance on the listening test for the earphone group was superior, (significant to the .07 level of confidence). The media through which students are tested affects test results significantly. RES, ES

791. TEACHING ENGLISH TO LARGE CLASSES by Jean FORRESTER, 7 Ellis Road Whitstable, Kent, U.K., in *English Language Teaching*, April 1964, Vol. XVIII, No. 3, pp. 98-102.

In this article I suggest three main ways of providing adequate practice in spoken English in large classes, and describe one, namely chorus speaking. This can be used in the teaching of reading, in reading off sentences from substitution tables, in drills, and in answering questions. Instead of the whole class answering together it is more effective if the pupils are divided into sections and speak in sections. Mistakes can be more easily identified. In reading practice with beginners sections can read sentence by sentence after the teacher to acquire the correct rhythm. In other drills sections can repeat correct answers given by selected pupils. A routine fully understood by the pupils is essential and details of this are described. JF

792. SPECIAL READING MATERIALS FOR EFL STUDENTS—*CRY, THE BELOVED COUNTRY* by Anita PINCAS, Education Department, University of Sydney, Sydney, Australia, in *The MST English Quarterly*, December 1963 to March 1964, Vol. XIII-Vol. XIV, No. 1, pp. 12-18.

In this article I show the mangling of theme, characterization, setting and style caused by the abridgment of *Cry, the Beloved Country* in the Bridge Series. The short version has no literary merit whatever. It is generally childish, often inconsequential, and always flat and uninteresting. I argue that if the objective of simplification is to introduce the student to "the best" in English literature, then it is patently absurd to distort this literature until its value is lower than that of "average" English literature. If language is to justify its place in a general educational curriculum it must educate as well as merely inculcate certain language habits. More attention should be paid to the literary and educational crimes being committed in the name of E.F.L. reading practice. The solution lies in the *choice* of the books to be graded. AP

793. THE PSYCHOLOGIST AND THE FOREIGN-LANGUAGE TEACHER by Wilga M. RIVERS, Northern Illinois University, DeKalb, Illinois, published by University of Chicago Press, Chicago, 1964, 212 pages, Index, ($4.00).

In this book I examine four psychological assumptions underlying the audio-lingual method: that foreign-language learning is a mechanical process of habit formation (I discuss conditioning, reinforcement, giving of the right responses, motivation, emotional elements); that oral learning should precede presentation of the written form; that analogy is preferable to analysis; that meanings are learned in a cultural matrix. I show that audio-lingual techniques are largely based on Skinnerian theory, and apply Gestalt, Mediation and Functionalist theory to the same situations, making suggestions for the improvement of techniques. I postulate two levels of language usage for which students must be trained: the manipulative level of rapid adjustments of language patterns, and a higher level of the expression of personal "meaning." The book is written for high school teachers but much material is applicable at other levels. An appendix outlines the major psychological learning theories. WMR

794. THE TEACHING OF GERMAN IN THE UNITED STATES FROM COLONIAL TIMES TO THE PRESENT by Edwin H. ZEYDEL, 2811 Almester Drive, Cincinnati, Ohio 45211, in The German Quarterly, September 1964, Vol. XXXVII, Membership Issue, pp. 315-392.

In this article I offer the first comprehensive treatment of this subject ever attempted. Although interest in German scholarship already existed in Colonial America of the seventeenth century, formal German instruction was begun by Franz Daniel Pastorius at Germantown (Philadelphia) in 1702. German was also taught in the eighteenth century in New York, New Jersey, Virginia, and North Carolina, but most significantly in the Public Academy and College which later became the University of Pennsylvania. The American Revolution slowed up German instruction, but by 1815 interest revived. The private academies as well as colleges like Harvard, Columbia, Franklin, William and Mary, and the University of Virginia took it up. Carl Follen and, after him, Longfellow taught German at Harvard. The period 1826 to 1876 witnessed an uphill struggle in the development of German instruction in schools and colleges, but by the end of the century German had become by far the most popular modern language, in elementary schools (e.g. Cincinnati), secondary schools, and colleges. World War I practically wiped it out, and the Modern Foreign Language Study of the thirties did not help its revival. Not until the fifties did it make a modest recovery, aided by the NDEA and the Foreign Language Program of the Modern Language Association and carried forward by its secretary William Riley Parker. One lesson becomes clear: if one language suffers, they all suffer. EHZ

795. LANGUAGE IN THE CRIB by Ruth H. WEIR, Stanford University, Stanford, California, published by Mouton, The Hague, 1962, 162 pages.

Language in the crib can be taken quite literally—the subject matter of this book is an analysis of monologues of a two-and-a-half year old child lying in his crib, talking to himself. The linguistic structure is described on several levels, with regard to the structures which have been learned well, those which are being learned, and those which are still absent in comparison with standard English. On the level of sound, the phonemes are broken down into their component features in order to arrive at a clearer picture of the child's linguistic development. The analysis of sentences as the highest structural unit within the monologues did not provide a complete enough picture of the nature of the material, and hence a paragraph analysis is included. The various functions of language are discussed in their hierarchical arrangements. This book will also be viewed more broadly as a contribution to a better understanding of the linguistic development in children. The material is analyzed by modern descriptive linguistic techniques, and the presence or absence of structural signals in the language of a child between two and three years of age gives us valuable clues to the identification of linguistic universals. The analysis is based on recorded soliloquies, the child's version of inner speech which has been interiorized psychologically, but not physically. It is suggestive of an insight into adult inner speech. Since the soliloquies are often in the form of dialogues, this could in turn be considered as supportive of the notion that it is the dialogue and not the monologue which is the primary form of language. RHW

796. PROGRAMMED INSTRUCTION: GENERAL PRINCIPLES FOR THE TEACHING OF ENGLISH AS A SECOND LANGUAGE by William F. MARQUARDT, New York University, New York, New York 10003, in Language Learning, June 1964, Vol. XIV, Nos. 1-2, pp. 77-83.

In this article I survey the literature on programmed instruction and extract the following principles as applicable to the preparing of programs for self-instruction in English as a second language: (1) Shaping behavior rather than teaching rules, concepts, patterns, or vocabulary. (2) Providing detailed objective description of the desired terminal linguistic behavior. (3) Building upon the initial linguistic behavior of the learner. (4) Discovering and sequencing the steps leading to the desired terminal behavior. (5) Presenting each step toward the behavior to be mastered to elicit a reinforceable response. (6) Anticipating the learner's problems in mastering the desired behavior. The contribution of the linguist and the TESL to the implementation of these principles is discussed in detail. WFM

797. AN EXPERIMENT IN THE MACHINE SCORING OF WORKBOOK EXERCISES by H. Gunther GOTTSCHALK, University of California, Santa Barbara, California, in The Modern Language Journal, October 1964, pp. 356-360.

In this article we investigate some aspects of the use of mechanical equipment in the writing and correction of workbook exercises in Elementary German classes. Using machines which present exercise items individually, the student can complete and check his own work, thus saving more than 75% in reader time. Information about class performance and problem areas was systematically reviewed, helping instructors improve methods of presentation of class material. The same information, when used in comparing the classes using machines with those using traditional methods, showed that there was no significant difference in performance between the two groups. Student reaction was generally favorable and the saving in time for both student and instructor increased the efficiency of language instruction. HGG

798. LA BANDE SONORE by Edith HITEN and Renée MIKUS-PERRÉAL, Georgetown University, Washington 7, D.C., in The French Review, May 1964, Vol. XXXVII, No. 6, pp. 675-682.

In this article we demonstrate that the sound tape has other major uses in addition to repetition. (1) In order to develop understanding of the language, the student can use the tape to listen to texts on a great variety of subjects such as current events and spoken by different voices and at normal speed. (2) The student can take dictation from the tapes in the laboratory, and this will help him improve his spelling and grammar, increase his vocabulary, and introduce him to style and composition. (3) Finally, the student can record his own voice on tape and listen to himself. This will enable him to detect his own difficulties, and by erasing the tape and beginning over again, he can ultimately perfect his oral mastery of the language. In this lies the chief use of the tape as a slate. The continuous element of surprise is the primary feature of this programme, constituting a running challenge which extends the student and precludes monotony. The assiduous student who responds obtains remarkable results. EH, RM-P

799. EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING by Dorothy DUHON and Leonard BRISLEY, Colorado State Department of Education, State Office Building, Denver, Colorado 80203, June 1964.

In this booklet we present criteria and procedures for a quantitative analysis of observable teacher behavior. The lack of precedent for procedures to evaluate a foreign language teacher who uses modern materials and methods influenced the selection of observable classroom elements, described as Action, Reaction, or Environmental Factors, based on the assumption that the teacher's actions and the students' reactions are the essence of the quality of a period of instruction. These factors, recorded in checklists which incorporate observation at five-minute intervals, are grouped according to their usefulness to a specialist, or a nonspecialist. Judgments of teaching effectiveness may be made by comparing results of the marking pattern with the goals of foreign language instruction. DD, LB

800. WORDS AND NOTIONS by D. V. WHITE, University of Southampton, in Modern Languages, September 1964, Vol. XLV, No. 3, pp. 111-113.

In this article I examine the difficulty constituted by the nature of the lexical content of German combined with certain morphological features. The semantic field covered by words such as Zug, the ease with which adjectives can be substantivised, the numerous affixes for the formation of abstracts, the substantivisation of whole phrases are cited as a means by which non-recurrent elements of a situation can be abstracted, albeit with a loss of precision. A factor thus exists which cannot easily be manipulated by the non-native attempting to write fairly sophisticated German. The value of stylistic comparisons of English and German is stressed as a part-solution of this difficulty. Such a process confronts the student, with the fundamental problem of the relation of structural and semantic features to notional categories. DVW

801. FOREIGN LANGUAGES AND THE AMERICAN COLLEGE by Harold TAYLOR, former President of Sarah Lawrence College. Paper given at Conference on Modern Language Learning, April 12, 1963, Purdue University, mimeographed.

In this paper I deal with the relation of the study of foreign languages to certain national goals, among them the goals of the military-industrial establishment which needs manpower for its work. I examine the meaning of the fact that the largest amount of public money for training linguists has come from the National Defense Education Act. This Act passed Congress because it was assumed that the study of foreign languages was part of a program for national military security. This I identify as a false goal for education and the Act is one which deliberately assumes that education is an instrument of national policy. In place of these goals for education I recommend a return to the concern for communication with other people in the use of foreign languages in order to break through to other cultures, to penetrate the consciousness of humanity at large, and to bring the world closer together rather than to devise educational means through which one can add language study to the list of techniques of defense. In place of the ideals of military security I suggest the ideal of the Peace Corps, in which the study of foreign languages has a social and moral purpose. HT

802. USING VISUAL CUES AS AN AID FOR MEMORIZING A DIALOGUE by Thomas H. BROWN. Brigham Young University, Provo, Utah, in The Modern Language Journal, December 1963, Vol. XLVII, No. 8, pp. 363-366.

In this article I point out the limitations of visual aids used as stimuli for initial oral response. I show that visuals intended as cues for oral responses are most effective when used to recall to memory and to reinforce in the student's mind material which has already been understood beforehand. I then indicate steps to follow in using visual cues as an aid in memorizing dialogues. These steps are: (1) the listening phase, (2) the learning phase, (3) the fluency phase, (4) the testing phase, (5) a final listening phase. Finally, I suggest that phases one and two may take place in class when a dialogue to be memorized is presented. Phases one and two occur again in the language laboratory along with phases three, four, and five. THB

803. PLANNING A FOREIGN LANGUAGE FESTIVAL by Wendell H. HALL, Extracurricular Programs, 3550 Orchard Avenue, Ogden, Utah, 1964, 65 pages.

In this booklet I show how effective and valuable foreign language festivals can be in promoting foreign language study and present procedures for organizing successful festivals. Chapters headed "Blueprint for Action" and "Blueprint for Success" call attention to the smallest details of organization and preparation which must be considered in planning a memorable festival. "Blueprints for Contests" and "Blueprints for Activities" show how to set up lively, challenging competitions in Understanding, Speaking, Reading, Writing, and Culture and how to organize a wide variety of "activities" related to language and language learning, from movies to games to dances to refreshments to decorations to exhibits. WHH

804. SELECTIVE AND ANNOTATED REPORT ON FILMS IN THE FIELDS OF LINGUISTICS, LANGUAGE TEACHING, AND RELATED SUBJECTS by Joy VARLEY, Center for Applied Linguistics, in The Linguistic Reporter, Supplement No. 12, June 1964.

In this report I summarize some thirty films and ten film series believed to be currently and easily available. They are divided by subject as follows: General Linguistics; Language Teaching (General, English, and Teaching Aids); Reading and Writing; Communication Theory and Semantics; Speech, Hearing and Sound. There is a brief description of how to rent or purchase films, a brief bibliography, and a list of useful addresses. JV (R from The Linguistic Reporter, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.)

805. EMPHASIZING THE AUDIO IN THE AUDIO-LINGUAL APPROACH by Gerald NEWMARK, System Development Corporation, Santa Monica, California, and Edward DILLER, Colorado College, in The Modern Language Journal, January 1964, Vol. XLVIII, No. 1, pp. 18-20.

In this article we discuss the neglect of listening comprehension in foreign language instruction; state a rationale for the teaching of listening comprehension as a separable skill; suggest the need for the development of new materials which emphasize listening comprehension and which are geared to the specific objectives and requirements of this skill; and suggest ways of adapting present materials in order to emphasize the audio in the audio-lingual approach. GN, ED

806. TIME-SAVING TECHNIQUES FOR LAB AND CLASSROOM by Jane M. BOURQUE, Frank Scott Bunnell High School, Stratford, Connecticut, in The French Review, April 1964, Vol. XXXVII, No. 5, pp. 568-574.

No method is effective for long without a talented teacher who knows how to vary and supplement it. Most teachers lack time to be resourceful. Certain techniques, described in this article, increase efficiency, eliminate drudgery and, at the same time, up-grade language instruction. Some of the techniques offer the opportunity of introducing quality materials to the class with a minimum of effort on the part of the teacher. The object is to free the teacher from certain tasks in order that he find more time for self-enrichment and for creative class preparation. JMB

807. I'D LIKE TO TEACH FLES, BUT... by Gertrude MOSKOWITZ, Temple University, Philadelphia 22, Pennsylvania, in The French Review, April 1964, Vol. XXXVII, No. 5, pp. 565-567.

In this article the background of those currently teaching FLES is examined. One thread of similarity runs through many of their circumstances: there has been no specific training for teaching FLES. In some cases there has been no preparation for teaching of any kind. The sources of receiving an education in FLES are still very limited. So it is that many who are interested in teaching FLES have no place to find out how. A number proceed to teach it anyway. Negative accounts of FLES can often be traced to programs where those who taught lacked such training. In answer to the growing issue of how one who knows a foreign language can learn the skills and techniques involved in successful FLES teaching when no instructional program is available to him, a "do-it-yourself" plan is described. It consists of six basic steps aimed at providing the foundation needed before one sets out to teach FLES. GM

808. TEACHING ENGLISH IN EUROPE: 1. FRANCE by M. CAPELLE, Bureau d'Étude et de Liaison pour l'Enseignement du Français dans le Monde, 9 Rue Lhomond, Paris 5, France, in English Language Teaching, October 1963, Vol. XVIII, No. 1, pp. 2-9.

In this article I first give some of the reasons for the uneasiness felt among many French teachers of English: the ambition of acquiring "culture" before mastering a sufficient knowledge of the contemporary spoken and written language, the stagnation of language-teaching theory for half a century resulting in the use of out-of-date text-books and methods, the inadequate training of teachers. But the need for English accounts for the steadily increasing numbers of teachers and students. English is taught to one million pupils at the secondary school level for four to seven years. The applications of linguistic and psychological research are beginning to have some influence on teaching in schools. Four specialized centres have been producing new materials for the last few years and new ideas and techniques are becoming more and more popular. MC

809. ESSENTIAL ITALIAN GRAMMAR by Olga RAGUSA, Columbia University, New York 27, New York, published by Dover Publications Inc., New York, 1963, 111 pages.

This booklet is a rapid introduction to Italian grammar for someone who has already mastered a number of conversational phrases, such as are found in travel books or taught in conversation courses. An appendix of grammatical terms aids the student who is weak on terminology. OR

WLabstracts

810. A CRITIQUE OF THE KEATING REPORT by John J. PORTER and Sally F. PORTER, University of Wisconsin, Milwaukee, Wisconsin 53211, in The Modern Languages Journal, April 1964, Vol. XLVIII, No. 4, pp. 195-197.

In this paper we have critically analyzed the Keating Report on the effectiveness of language laboratory instruction in foreign languages. Specifically, the intelligence test levels used as a control variable by Dr. Keating cannot be equivalent with the several I.Q. tests used; his statistical procedures were incorrect for the experimental design used; differences in attainment between his groups are too small to be significant in light of his sample size; finally, the tabular presentation of his results reveals several sections where his entrys of common groups in different tables sum to different totals. We concluded that Dr. Keating's results are not useful in evaluating the instructional adequacy of the language laboratory. JJP, SFP

811. TEACHING FOREIGN LANGUAGES BY RADIO AND TELEVISION: A FRENCH AND BRITISH APPROACH TO SCHOOL BROADCASTS by Angus MARTIN, French Department, University of Sydney, Sydney, N.S.W., Australia, in Babel, July 1964, No. 26, pp. 5-7.

In this article, after noting that most French broadcasts are aimed at teaching specific points of grammar, I outline the problems, particularly in radio, raised in France by the split of responsibility between the Ministry and the state broadcasting agency, and discuss a tendency to over-elaborate presentation in television. In Britain, the BBC, with more conservative aims and methods, seems to concentrate on providing oral comprehension practice through lively radio dialogues. In both countries, interest seemed to centre on effective methods of presentation in the media employed; in neither case were broadcasts based on scientific choice of linguistic material or study of what aspects of language can best be treated in limited broadcasting time. AM

812. LANGUAGE-LEARNING SITUATIONS by F. M. HODGSON, University of London Institute of Education, in English Language Teaching, October 1963, Vol. XVIII, No. 1, pp. 17-21.

In this article I argue that ability to use language spontaneously presupposes systematic practice in using it in relation to the kinds of situation in which it is naturally used, and that therefore the pieces of language to be learned must be presented in situations which are meaningful, in which they can be understood and perceived as performing their particular function, and in which there are enough contrasting elements to allow for intensive and varied practice. I suggest that the tendency to assume that language is to be learned only from books exerts a strangle-hold on much classroom procedure and leads to neglect of the rich linguistic harvest to be reaped from exploitation of the situations to be found in the classroom itself, in picture material and in the pupils' daily experience at home and at school. I consider the particular contribution to be made by each of these sources and by the situations to be found in written texts. FMH

813. WHAT TO DO TILL THE LAB COMES by Frances E. NOBLE, Western Michigan University, Kalamazoo, Michigan, in The French Review, May 1964, Vol. XXXVII, No. 6, pp. 673-674.

In this article I state that, despite the acknowledged value of a laboratory in teaching pronunciation and fluency, yet good results may be obtained by the energetic use of other aids, such as: slides, films, records, small tape recorders, radio, trips to French restaurants, native speakers, the teacher's own voice. The teacher who makes good use of such resources will probably, eventually, be able to secure the optimum resource: a laboratory of his own. Prescription: Do not panic. Walk, do not run, to the nearest exist. Try the folk remedies first. FEN

814. AROUND THE EDGE OF LANGUAGE: INTONATION by Dwight L. BOLINGER, Harvard University, Cambridge 38, Massachusetts, in Harvard Educational Review, Spring 1964, Vol. XXXIV, No. 2, pp. 282-296.

Language texts treat intonation unevenly, either avoiding the subject or wasting time teaching things that are the same in native and target language. Similarity in intonation systems makes contrasting them fairly simple if four layers of pitch movement are kept in mind: accidental changes (e.g. interruptions by stop consonants), accents (abrupt changes for highlighting), separations ("junctures" to divide sentences), and ranges (emotive widening or narrowing). Only accents and separations need to be taught, e.g., the preference for a rise-fall-rise separation in English but for a simple rise elsewhere, or the English high-pitched terminal accent vs. the Romance low-pitched one. DLB

815. WORDS, MEANINGS AND CONCEPTS by John B. CARROLL, Harvard University, Cambridge 38, Massachusetts, in Harvard Educational Review, Spring 1964, Vol. XXXIV, No. 2, pp. 178-202.

In this article I sketch a framework for conceptualizing the relations between words, meanings, and concepts. A concept is an abstracted, cognitively structured class of experiences learned by a particular individual in the course of his life history. Many words or other units of a linguistic system come to stand for, or name, concepts that have been learned preverbally; to the extent at these relationships are similar for the members of a speech community, words have "meanings." The paper concerns the problem of teaching concepts in school, both inductively (by presentation of positive and negative instances) and deductively (by verbal explanation and definition); illustrations are given of problems in teaching various kinds of concepts in social studies, science, and law. JBC (R)

816. THE INTEGRATION OF LANGUAGE LABORATORY AND CLASSROOM TEACHING by William A. BENNETT, Ealing Technical College, London W. 5, England, in Visual Education, February 1964, pp. 7-9.

In this article I emphasize the position of the language laboratory session in the stages of teaching which lead from the student's early encounter with the target language to his confident and correct use of that idiom. I underline the need for the language laboratory to be, and to be felt by the student to be, closely related, in all aspects, to the work of the classroom. Work in the language laboratory should flow as smoothly as possible from the classroom activity. Neither mechanically nor linguistically should it trap or hinder. WAB

817. THE EFFECTIVENESS OF THE LANGUAGE LABORATORY—TWO REPORTS by H. J. SILIAKUS, Department of German, University of Adelaide, South Australia, in Babel, July 1964, No. 26, pp. 19-26.

In this article I review two studies of the effectiveness of the language laboratory: the Keating Report and the New York City Reports. As copies of these are not easily available in Australia, I briefly sketch the circumstances under which the studies were conducted, their findings and conclusions. I then comment on each of these reports, drawing attention to their weaknesses and to some of the more puzzling results. In the case of the Keating Report I argue that the study loses its value because of a lack of precise information about materials, equipment and teacher preparation, and because of some doubtful testing procedures. The New York City investigation was well designed and documented. I stress the obvious increase in motivation and enthusiasm of the students, point to the creditable performance of the control group and conclude from this the need for superior equipment and frequent practice. The article ends by stressing the need for more well-designed experiments. HJS

818. THE TEACHER'S APPRENTICE by Eva PANETH, Goldsmiths' College, New Cross, London, S.E. 14, U.K., in Modern Languages, June 1964, Vol. XLV, No. 2, pp. 68-73.

The tape-recorder in the (convertible) workshop and classroom should be the servant of the teacher who has learned in the training college, by experience in his own studies, what it feels like to be taught by it, how to adapt an exercise to different age and ability levels, how to programme, when not to use this aid, what to demand of it technically. He will be aware that imitation and response are only a small section of the multitude of possible exercises in e.g., discrimination, self-criticism, faked improvement, comprehension, simultaneous interpretation. The production of programmes for specific skills or topics is considered preferable to complete courses. Examples are also given of the integration of the work with set books, overhead projection, visual aids, etc. EP

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819. LANGUAGE LAB ON WHEELS by Kathleen HARTLEY, National Extension College, 57 Russell Street, Cambridge, England, in Where, No. 16, an educational magazine published quarterly at the above address.

In this report I describe one of the services of the National Extension College. A double-decker bus is travelling around Cambridgeshire providing instruction in French for children in country schools and also for some adults at evening classes. The first mobile language laboratory was developed by researchers at Harvard University in a large trailer. When Brian Jackson, Director of NEC, decided to adapt the idea for use in England, he considered that an ordinary double-decker bus would be more suitable. The lower deck resembles a class-room, where students watch a film while the teacher operates a tape-recorder. After half an hour, they move upstairs where there are ten separate booths, each with its own tape-recorder, as well as a film projector and screen. The lesson comes to the student on the tape-recorder, and he speaks his responses into the microphone. KH

820. A CASE FOR ORAL LITERARY HISTORY by Guy STERN, University of Cincinnati, Cincinnati, Ohio 45221, in The German Quarterly, November 1964, Vol. XXXVII, No. 4, pp. 487-497.

In this article I explain how the use of carefully planned tape-recorded interviews with prominent public figures, called "oral history," may also yield hitherto untapped source material and throw light on current scholarly controversies in literature. The recording of personal reminiscence has its dangers but these can be avoided by a carefully structured interview and by establishing reliability through other sources, both written and oral. Through a series of four interviews, for example, I was able to elucidate an unpublished article by Thomas Mann, now part of the Thomas Mann Archives in Zurich. I conclude that "should oral literary history become an extensively used tool of the researcher then our graduate English and foreign language departments should train their students in its methodology" and perhaps help start a new journal for "oral bibliography." GS

821. ORAL EXERCISES: THEIR TYPE AND FORM by Ruth HOK, English Language Institute, University of Michigan, Ann Arbor, Michigan, in The Modern Language Journal, April 1964, Vol. XLVIII, No. 4, pp. 222-226.

In this article I suggest that by looking carefully at the seemingly countless number of oral exercises being presented by various writers on the subject, we find that they may be classified into five types and five forms. The types into which they fall are: (1) Repetition, (2) Substitution, (3) Conversion, (4) Pyramid, (5) Combinations of the four. These in turn may take the following forms: (1) Dialogue, (2) Games, (3) Play Acting, (4) Conversation based on reading material, an oral account, a visual aid, or on shared experiences; (5) Repetition presented as "Exploded Drill." Analyzed thus, the maze of material we find at our disposal takes on manageable proportions. RH

822. AUDIO-VISUAL WORK WITH A LANGUAGE LABORATORY by N. P. WRIGHT, The Leys School, Cambridge, England, in Modern Languages, September 1964, Vol. XLV, No. 3, pp. 104-111.

In this article I discuss some of the problems of teaching French to beginners of Grammar School age and explain the value of audio-visual methods, particularly those of CREDIF, which are quite suitable for these pupils. An audio-visual course, when properly followed up, places a great and inescapable burden on the teacher, who must have had a thorough training in linguistics: this is no field for the amateur. I regret that "O" level examinations do not yet test the values that are encouraged by these methods. The language laboratory is a valuable aid, but not essential. With young beginners careful monitoring is unavoidable, as they are incapable of evaluating their own performance. A laboratory at this stage should not greatly exceed twelve booths. The preparing and taping of exercises takes a long time: an exercise lasting, say, half an hour, may take two hours or more to prepare. Language staffs should be able to service the machines. NPW

823. EXPLAINING USAGE by R. A. CLOSE, The British Council, 17 Filikis Etairias, Athens 138, Greece, in English Language Teaching, July 1964, Vol. XVIII, No. 4, pp. 154-161.

In this article I continue the argument started in English Language Teaching, Vol. XVIII, No. 2, (MLabstracts, No. 13, May 1964, 657), i.e. that in language teaching too much time is spent laying down the law on what is 'correct,' what is the 'rule' and why we select one word or construction rather than another, without noticeable increase in the learner's proficiency in using the language. I examine various types of explanation from both learner's and teacher's points of view, and consider how far explanations are (a) necessary, (b) helpful, and (c) possible at all, and how far they are (a), (b) and (c) with what grades of learner. I maintain that the need for explanation would be felt less if material, suitably graded, were presented clearly in a sensible context in the first place. However, I offer criteria applicable to problems of usage about which advanced students would understandably be curious. RAC

824. THREE PROCESSES IN THE CHILD'S ACQUISITION OF SYNTAX by Roger BROWN and Ursula BELLUGI, Harvard University, Cambridge 38, Massachusetts, in Harvard Educational Review, special issue on Language and Learning, Spring 1964, Vol. XXXIV, No. 2, pp. 131-151. Reprinted in New Directions in the Study of Language, Eric Lenneberg, ed., MIT Press, 1964, pp. 131-161.

In this article we describe three methods by which the child acquires the syntax of language. We noticed that the early mother-and-child interactions seem to be characterized by a cycle of reductions and expansions. The first utterances produced by the child as imitations of adult sentences are highly systematic reductions of their models, i.e., the contentives (or stressed forms) are repeated in the order given up to some limit of length. The "telegraphic" properties of these imitations appear also in the child's spontaneously produced utterances. When the child makes a statement in his telegraphic version of English, the mother often repeats it, filling it in with missing inflections and functors in a well-formed simple sentence that is appropriate to the circumstance, thus providing an expansion of the child's speech. The third process described is by far the most complex and powerful; the child's induction of the latent structure of a language. We proceed by showing the evolution of nounphrases in child speech. A major aspect of the development of structure in child speech is the progressive differentiation of syntactic classes. A single modifier class at the early stage is shown to give way to demonstrative, article, and modifier classes, which later become classes of articles, descriptive adjectives, possessive pronouns, demonstratives, and a smaller class of residual modifiers. At the same time there is an integrative process which is characterized by the development of hierarchical features in children's grammar; for example, nounphrases appear in positions formerly occupied only by nouns. This very intricate simultaneous differentiation and integration exemplifies the child's discovery of the latent structure of the language. RB, UB

825. THE PREPARATION OF MODERN-FOREIGN LANGUAGE TEACHERS by Donald D. WALSH, The Modern Language Association, in Modern Language Journal, Vol. XLVIII, No. 6, pp. 352-356.

This report summarizes returns from questionnaires sent to 14,386 high-school teachers and 1,805 non-public-school teachers in 33 states and the District of Columbia. The average MFL class has 26.2 pupils. Almost all (99.2%) of the MFL teachers have the B.A. degree and 29.9% have the M.A. Slightly over a quarter (25.6%) of these teachers have attended an NDEA Institute. Nearly 40% have done other summer study. Half have traveled in countries whose languages they teach. These and other data are given for each of the states that participated in the survey. DDW

826. AN EXPERIMENTAL APPLICATION OF "CLOZE" PROCEDURE AND ATTITUDE MEASURES TO LISTENING COMPREHENSION by Milton DICKENS and Frederick WILLIAMS, in Speech Monographs, June 1964, Vol. XXXI, No. 2, pp. 103-108.

In this research project we applied "cloze" procedure (having respondents replace deleted words) to sound tapes of oral messages for the purpose of comprehension measurement. This procedure demonstrated high reliability and correlation with separate measures of language ability. A secondary focus upon attitude toward message topic as a variable revealed its relative independence from measures of comprehension. MD, FW

827. APPARENT FACTORS LEADING TO ERRORS IN AUDITION MADE BY FOREIGN STUDENTS by Alan C. NICHOLS, San Diego State College, San Diego, California 92115, in Speech Monographs, March 1964, Vol. XXXI, No. 1, pp. 85-91.

In this article I report that three aspects of sentence structure, length, vocabulary, and "naturalness" significantly affected the written reproductions of foreign student listeners when the sentences were dictated. Analyses of variance for each of four kinds of word errors: omissions, substitutions, insertions, and transpositions revealed significant interactions between the length, vocabulary, and "naturalness" of the sentence stimuli. Implications for the preparation of materials for the listening laboratory are discussed. ACN

828. ADULTS VERSUS CHILDREN IN SECOND-LANGUAGE LEARNING: PSYCHOLOGICAL CONSIDERATIONS by David P. AUSUBEL, Bureau of Educational Research, University of Illinois, Urbana, Illinois, in The Modern Language Journal, November 1964, Vol. XLVIII, No. 7, pp. 420-424.

Except in the area of pronunciation, there is no reliable evidence indicating that children acquire second languages more readily than do adults. Even if there were, there would be no reason to believe that methods effective with children are necessarily suitable for adults. The following features of the audio-lingual approach are psychologically incompatible with effective learning processes in adults: (1) the rote learning of phrases; (2) inductive rather than deductive learning of grammatical generalizations; (3) avoidance of the mediating role of the native language; (4) presentation of the spoken form of the language before the written form. DPA

829. DRILLS IN GERMAN PRONUNCIATION by Bruno F. O. HILDEBRANDT and Lieselotte M. HILDEBRANDT, German All Year Institute, McKenna Building, University of Colorado, Boulder, Colorado. Boulder: Pruett Press, Inc., 1964.

In this booklet we have worked out two different types of drills for German pronunciation practice. The Basic Drill is made up of individual words that feature every sound which is difficult for native Americans. The material has been selected and arranged in such a way that none of the "difficult" sounds occur before they have been practiced. The Sentence Drill is a substitution drill in which the target sound or sound combination recurs within several similar sentences. It requires concentration on grammatical form and content of the utterance as well as on its correct pronunciation. This eases the transition of faultless pronunciation from isolated instances to the context of spontaneous speaking. BFOH, LMH

830. FRENCH WITH SLIDES AND TAPES by Roger PILLET, University of Chicago, Chicago 37, Illinois, in The Elementary School Journal, November 1964, Vol. LXV, No. 2, pp. 87-91.

Four years of experience suggest that audio-visual materials serving as the core of instruction for our third and fourth grade classes were effective when used judiciously by non-specialist elementary school teachers in their classrooms. The extent and quality of support provided by a qualified resource person are considered crucial to the successful development of the program. RP

831. **Past Research That Shaped the Present**

PRONUNCIATION AND SILENT READING by Elton HOCKING, Purdue University, Lafayette, Indiana, (then) Northwestern University, Evanston, Illinois, in Italica, March 1943, Vol. XX, No. 1, pp. 30-34.

In this war-time article I argue that "the [silent] reader is unconsciously and subvocally pronouncing every word....He is like a radio receiver which is tuned in, but with the volume control turned down." Silent reading "is not pure cerebration....The brain is indeed at work...but so are all the speech organs, even the vocal cords making incipient movements." The student necessarily pronounces, correctly or incorrectly, when silently reading or writing the FL. The article closes with a plea that classwork of beginners be based on the spoken language, "with hearing, speaking, reading and writing in their natural sequence every day," and that "home work, or preferably laboratory work" be based on recordings. EH [A premature audiolinguist, Prof. Hocking described in 1943 what has today been rediscovered as "subvocal articulation."—ed. G. M.]

832. REPORT FROM BERLIN by J. Michael MOORE, Board of Education, Park Blvd. at El Cajon, San Diego 3, California, in FL Newsletter, Joint Council of Foreign Language Teachers, San Diego, Vol. III, No. 1, p. 1.

The First International Congress on Modern Foreign Language Teaching held August 31-September 4, 1964, at West Berlin's Kongresshalle, drew a total of 800 experts from 25 different countries. In a set of final recommendations, the Congress came out in favor of aural-oral training as the initial phase of language learning. Although the participants agreed that foreign language teaching should be humanistic in principle, they also felt that first things should come first; and since language is an expression of human behavior, the skill in speaking a foreign language should receive high priority in the learning process. A modern foreign language program should have a threefold aim, namely, (1) to teach the communicative skills, (2) to stress cultural aspects, and (3) to study the great works of literature. Furthermore, the Congress recommended: (1) establishment of international regional centers for the purpose of documentation and exchange of information with regard to research, development, and use of new audio-visual teaching media; (2) establishment of funds for research and experimentation on a long-term basis, either through international organizations (UNESCO), private foundations, or governmental action (such as NDEA in this country); (3) establishment of teacher training centers for integration of the new audio-lingual approach involving equipment; (4) establishment of a clearing house for teachers to be sent to undeveloped countries; (5) the offering of foreign languages in elementary grades to all pupils, not just the chosen few. Last, but not least, the Congress went on record in favor of research dealing with the nature of language and taking into account the latest advances in psychological and psycho-linguistic theory. JMM

833. THE LANGUAGE SURVEY COURSE IN JUNIOR HIGH SCHOOLS by Henry W. PASCUAL, State Department of Education, Capitol Building, Santa Fe, New Mexico, in Foreign Language News Bulletin, October 1964, Vol. V. No. 1, pp. 1-2.

In this article I point out that survey courses in foreign languages in the junior high school are not practical because students do not receive sufficient instruction in any particular language to acquire functional language skills. Schools should strengthen their existing programs rather than offer this type of course. HWP

834. SURVEYING RUSSIAN TECHNICAL PUBLICATIONS: A BRIEF COURSE by J. G. TOLPIN, Northwestern University, Chicago, Illinois, in Science, November 27, 1964, Vol. CXLVI, pp. 1143-1144.

A course of recognition of the subject matter of Russian technical publications is described in this article which was successfully used in teaching four groups of scientists and engineers in from eight to sixteen sessions. The objectives of the course are: (a) reducing the reading load on research personnel; (b) their greater personal participation in the selection of literature for further study and for translation; (c) accelerated use of literature information, particularly important in applied research; (d) surveying the data of scientific publications which cannot be completely reported in the abstracting literature. This is not a course in the Russian language. It consists of (a) an introductory characterization of the language of science and of scientific Russian in particular; (b) lists of Russian scientific terms cognate to English; (c) a minimum of grammatical information necessary for the instruction in the use of a Russian dictionary, which is also given; (d) lists of selected Russian words pertinent to the science covered; (e) practice in the use of the above material through translation of titles, legends of graphs, tables, etc. A group with closely related scientific interests needs a smaller amount of material (d) and less time for the course. JGT

835. COMPOSITION IN IMITATION by Charles OLSTAD, University of Arizona, Tucson, Arizona 85721, in Hispania, May 1964, Vol. XLVII, No. 2, pp. 452-454.

In this article I have shown how Spanish students, writing compositions in imitation of literary models, can derive considerable benefit. Our tested step-by-step procedure insures that the incidence of errors is notably reduced, and many inexcusable errors involving the most basic points are eliminated. A few students reveal real literary talent, and even the poorest achieve miraculously comprehensible results. Guided imitation brings to the student an awareness of the mechanical details of the language as well as of some literary resources. It also allows him to make tangible use of this new awareness, while not stifling his own originality. CO

836. ON TAPE RECORDERS AND LANGUAGE LABORATORIES by W. E. KIESER, Inspector of Modern Languages, Province of Ontario, 1071 Waterloo Street, London, Ontario, Canada, in The Canadian Modern Language Review, June 1964, Vol. XX, No. 4.

In this article I say that a language laboratory is just as effective as the teacher who uses it. A laboratory is an excellent teaching device in the hands of a teacher possessing imagination, adaptability, and the faculty of diagnosing a student's problems. Such a teacher needs no special course, except for the preparation of tapes. As a general rule, high school teachers should not be expected to make their own tapes because of lack of time and specialized knowledge. The oral drill of previously learned structures is the main function of a language laboratory. Every other aspect of modern language teaching can be performed equally well or better in the classroom. At the high school level the listen-respond type laboratory is the most suitable. Play-back in large classes below university or college level is largely a waste of time. WEK

837. THE 1000 MOST USEFUL WORDS IN GERMAN by H. J. SILIAKUS, University of Adelaide, South Australia, in Babel, October 1964, No. 27, pp. 19-22.

In this article I describe some of the shortcomings of the older German word-lists. I note that most of them are based, directly or indirectly, on F. W. Kaeding's Häufigkeitswörterbuch der deutschen Sprache. This book is of little value as a pedagogic tool, as its samples were taken from legal, parliamentary, commercial and military documents. Moreover, its alphabetical arrangement separates related words (ass, esse, isst, gegessen). Our samples were taken from the contemporary press and from modern short stories; about 50,000 words were counted. After checking against the best-known word-lists, and after taking into consideration such factors as usefulness in the class-room situation and Ableitungsfähigkeit, the first thousand words were selected according to frequency and range of distribution. They have been arranged in three ways: according to frequency, alphabetically, and in parts of speech; the latter has been found particularly useful for the writing of drills. HJS (R: The Honorary Secretary, A.F.M.L.T.A., 159 Barry Street, Carlton, N.3., Victoria, Australia, at 4/-.) [See also Grunddeutsch, Basic (Spoken) German Word List, J. Alan Pfeffer, Prentice-Hall, Inc., 1964, L.C. No. 64-25523 — ed. G.M.]

838. SHORTWAVE, AN UNTAPPED RESOURCE by LeRoy R. SHELTON, Millikin University, Decatur, Illinois, in Hispania, March 1964, Vol. XLVII, No. 1, pp. 123-124.

In this article I report success in classroom use of tape recordings in Spanish taken from shortwave radio with the aim of providing students a maximum exposure to the spoken language actually heard on the air in Latin America. The format required individual listening to the tapes, then analysis and clarification of the vocabulary and constructions by the teacher. Examinations, which required the student to write a précis in Spanish of the item (usually news and editorials) which he heard on the tape at normal speed, with pauses between items, clearly demonstrated that he understood what was said. From time to time students were permitted to follow a portion of the tape from a text for familiarization with the intonation pattern. Students profited immensely from hearing approximately 80 hours of various accents and speakers. The tapes form a library for extra practice for all interested students. I gave some information on receiving and recording shortwave and listed broadcasts that are available in other languages. LRS

839. LET'S DO SOMETHING ABOUT READING TEXTS by Howard STONE, College of William and Mary, Williamsburg, Virginia, in Hispania, September 1964, Vol. XLVII, No. 3, pp. 534-535.

In this paper I point out that, despite tremendous progress in the grammar and the oral-aural phases of foreign language instruction, there has been little or none in the form of reading texts. Able teachers wish to prevent reliance on an English-foreign language vocabulary; but the texts to implement a practical, modern reading method hardly exist. Greatly needed are texts affording: (a) pre-assignment vocabulary training; (b) systematic exercise in the use of valid cognates and of derivatives; (c) isolation of misleading cognates, for memorization; and (d) regular drills in deriving meaning from context. Or, alternatively, texts affording vocabularies and notes entirely in the language. The resources and techniques are at hand; a change so long overdue is bound to come. HS

840. A COMPARATIVE STUDY OF FOURTEEN PREDICTORS OF SUCCESS IN THE AUDIO-LINGUAL APPROACH TO FIRST-YEAR GERMAN AT THE HIGH SCHOOL LEVEL by Robert I. CLOOS, Language Division Coordinator, West Essex High School, Box 885 West Caldwell, New Jersey 07007, unpublished Ed.D. dissertation, Rutgers - The State University of New Jersey, 1964, 105 pages.

In this study I used 14 measures of 122 public high school students as predictors of success: (1) Otis IQ, (2) Grade Point Average, (3) five sub-scores and total raw score on the *Brown-Carlsen Listening Comprehension Test*, and (4) five sub-scores and total raw score on the Carroll-Sapon *Modern Language Aptitude Test*. The criterion measure, obtained after seven months of instruction, was the total raw score on the *Modern Language Association Cooperative Foreign Language Test: German - Form LA*. Computer analysis provided intercorrelations and regression analyses which were used to test the extent of relationship between the predictors and the criterion. The predictors were all found to be significantly related, at the one per cent level, to the criterion. The *MLAT* indicated the highest correlation. The female subjects achieved a higher mean total raw score than the males on the *MLAT*, as well as on three sections of the criterion. However, the degree of difference in achievement by males and females was found to be not significant. Prior out-of-school experience in German was found to have played a significant part in the achievement of the subjects of this study. RIC

841. FLES AND AUDIO-VISUAL AIDS by Edwin C. MUNRO, State University of New York, 135 Western Avenue, Albany, New York, in *Hispania*, September 1964, Vol. XLVII, No. 3, pp. 596-597.

In this article I suggest that FLES teachers often burden their classes with too much paraphernalia, to the detriment of speaking. The classes are frequently interesting, but not effective for promoting speech. The primary purpose of audio-visual aids is introduction of new vocabulary, principally nouns and verbs. But the most useful vocabulary in the early phases is functional, and should be more than a mere piling up of nouns and verbs. A stock of the latter are necessary, but functional vocabulary (verb forms, auxiliaries, negatives, etc.) is more important. The language itself is often the most effective medium of introducing new vocabulary. For example, the single word *ayer* can introduce an entire new world of past tenses. ECM

842. WRITING A PARAPHRASE by Harold M. ROWE, Department of Education, University of Queensland, St. Lucia, Brisbane, Australia, in *Babel*, October 1964, No. 27, pp. 23-24.

In this article I suggest a method of teaching language pupils to write a paraphrase of a German poem. I point out that this can be started in the earliest stages of language study with nursery rhymes. By skillful questioning on the contents of the poem, the teacher can elicit an outline of the story or description which can, with practice, be elaborated into a piece of readable prose. Gradually, the pupils can dispense with the teacher's guidance: they learn to formulate their own questions, to make notes as the teacher reads the poem. Examples of suitable questions and part of a sample paraphrase are given. HMR

MLabstracts

843. NON-STANDARD SPEECH AND THE TEACHING OF ENGLISH by William A. STEWART, editor, Language Information Series 2, Center for Applied Linguistics, 1755 Massachusetts Avenue, Washington, D.C., 1964, 32 pages.

This booklet leads off with an article, "Foreign Language Teaching Methods in Quasi-Foreign Language Situations" in which I introduce the problem of English teaching in situations where that language is something between a native and a foreign one for the learners. Such situations involve the teaching of standard English to persons who are speakers either of a non-standard dialect of English, or of an English-based pidgin or creole. I illustrate the discussion with problems in teaching standard English to Jamaicans, Liberians, and, in the United States, to Mexican-Americans in the Southwest and Negroes in the urban centers of the North. Following this article are two others which deal with the same problem. "Non-Standard Negro Speech in Chicago" by Lee A. Pederson shows how migration and racial segregation have brought about marked differences between the speech of Negroes and whites in a large northern city. "Some Approaches to Teaching English as a Second Language" by Charlotte K. Brooks advises the elementary school English teacher on attitudes toward children with a non-standard speech background. WAS

844. COMMON SENSE IN OUR TEXTS by Ernest A. SICILIANO, Boston College, Chestnut Hill 67, Massachusetts, in Hispania, May 1964, Vol. XLVII, No. 2, pp. 350-354.

In this article I suggest that the "oral-aural" texts that are flooding the market are hoary delusions being foisted upon the unsuspecting teacher by rutted publishers. I state that many of the commercial tapes are traumatic experiences to the beginner and that the publishers, in all charity, should furnish underwater snorkels with the tapes. I chide Modern Spanish (Harcourt-Brace, 1960) as being of the same flour as the other texts; especially do I criticize Unit I (pronunciation) which is to be covered in one week and which will not be covered in Heaven knows how long. I conclude by suggesting some ideas on what an "oral-aural" text should contain: everyday grammar, everyday vocabulary (and not too much of it), and meaningful exercises. EAS

845. FLES MATERIALS—THE NEED FOR A TEAM-COMPOSING APPROACH by Helen MATTISON, Seattle Public Schools, 815 4th Avenue, North, Seattle, Washington, in Hispania, September 1964, Vol. XLVII, No. 3, pp. 598-600.

The introduction of FLES into the elementary curriculum involves the placement of a learning designed around a subject which supplements, complements, and reinforces processes and learnings active within the curriculum environment. These relationships bring into focus the probable true role of FLES and the need for a cooperative effort on the part of the language specialist, the qualified elementary teacher and the elementary school curriculum consultant in composing FLES materials appropriate for the elementary learner—who is, by means of different content areas, learning how to learn and to acquire various skills of thinking as well as a set of attitudes about intellectual activity generally. The individual's contribution in a team-composing approach is needed to solve unique problems involving scope and sequence, the development of teaching areas of lexical, structural and linguistic sequences, motivation, correlation, cultural learnings and teaching procedures. HM

846. LINGUISTIC CONSIDERATIONS OF THE VERBAL BEHAVIOR OF THE BRAIN DAMAGED ADULT by Martha L. TAYLOR, New York University Medical Center, 400 East 34th Street, New York 16, New York, in The Linguistic Reporter, June 1964, Vol. VI, No. 3, pp. 1-2.

Recent research in psycholinguistics suggests that we might discover something about "normal" verbal behavior by investigating the pathology of verbal behavior. The communication disorders secondary to brain damage provide certain linguistically favorable conditions for systematic study. The two general classes of verbal impairment due to brain damage, Aphasia and Dysarthria, reflect a wide range of symptoms. Any feature of spoken language may be impaired in varying degrees. The research tools of descriptive linguistics could contribute significantly to the task of evaluating and rehabilitating brain-damaged persons with verbal impairments. MLT

847. SPEND A YEAR IN SPANISH AMERICA AS A FULBRIGHT LECTURER by Alice E. POOL, Houghton College, Houghton, New York, in Hispania, May 1964, Vol. XLVII, No. 2, pp. 334-337.

In this article I write from South America, urging United States college and university teachers of foreign languages to consider spending a year as lecturer in English in a foreign country. If you are skilled in audio-lingual techniques, the Conference Board of Associated Research Councils in Washington will be glad to process your application for a Fulbright award. My year in Popayan, Colombia, has been a rich, full, and rewarding experience. "I am part of the Universidad del Cauca...and...teach young men who are very politically-minded, some of them definitely left of center....I live with a charming Colombian family and am privileged to share the family life to an unusual degree, while enjoying the privacy of my own patio, stairway, balcony, and a really spacious room." AEP

848. WHICH FOREIGN LANGUAGE SHOULD I STUDY? by John P. DUSEL, California Chapters of the American Association of Teachers of German, 623 Shangri Lane, Sacramento, California 95825. Pamphlet, October 1964.

This brief pamphlet was written for pupils, parents, counselors and administrators who are considering the choice of a foreign language. The Mandatory Foreign Language Law in California takes effect in the Fall of 1965, hence thousands of pupils in the 6th, 7th, and 8th grades must make a selection. German is an excellent language for students interested in fields of literature, music, philosophy, art, and Western culture. It is also studied by those who are pursuing courses in mathematics, chemistry, physics, biology, or engineering. In this pamphlet parents are encouraged to request school administrators to include instruction in German in the school curriculum. The AATG Chapters wish the German language to be considered on an equal basis with other foreign languages. JPD

849. TWO NEGLECTED FACTORS IN LANGUAGE COMPARISON by James W. NEY, Michigan State University, East Lansing, Michigan, in The Modern Language Journal, March 1964, Vol. XLVIII, No. 3, pp. 129-134.

Structures in the target language which have no counterpart in the native language tend to give rise to misapplied analogical formations, similar to the type a child learning his native language might produce. By analogy to cat/cats, a child learning English produces foot/foots and sometimes feet/feets. Evidence suggests that the frequency of forms and structures in the target language is important as a measure of difficulty in foreign language learning. Both factors are usually neglected in pedagogically oriented language comparisons. JWN

850. "MODERN SPANISH": REPORT OF A QUESTIONNAIRE by Camille B. POWER, Boise Junior College, Boise, Idaho, in Hispania, March 1964, Vol. XLVII, No. 1, pp. 119-120.

In this report we summarized as follows the information obtained from 22 representative universities, colleges, and junior colleges in the West. Those favoring the text: made maximum use of the laboratory; had a highly selective admissions policy and low student mortality; used recommended teaching methods; required memorization of dialogs. Those opposing the text: made little or no use of the laboratory; omitted dialog memorization; had a high rate of student mortality; spent more time on reading sections. All agreed the text needs revision. Conclusion: The text is difficult but produces superior results if used on able students by an enthusiastic teacher adhering to the method outlined by its authors. CBP

851. THE USE OF THE DICTÉE IN THE FRENCH LANGUAGE CLASSROOM by Rebecca M. VALETTE, Wellesley College, Wellesley, Massachusetts 02181, in Modern Language Journal, November 1964, Vol. XLVIII, No. 7, pp. 431-434.

In this article I examine the reliability of the dictée both as a testing technique and a teaching technique for beginning French courses taught by an audio-lingual method. In the experiment, 120 college students were divided into two groups which differed only in that the first group was given a daily dictation. The analysis of performance on a common final examination indicates that (a) the dictée constitutes a valid test of overall language skills only for students with little practice in dictation, and that (b) emphasis on dictation develops proficiency in that skill alone without leading to proportional proficiency in other aspects of language learning. RMV

852. TOEFL: PROGRAM FOR THE TESTING OF ENGLISH AS A FOREIGN LANGUAGE by Lois MC ARDLE, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036, in The Linguistic Reporter, June 1964, Vol. VI, No. 3, pp. 2-3.

This article discusses the Test of English as a Foreign Language (TOEFL), which has been developed exclusively to assist U.S. educational institutions, governmental agencies, and private organizations in determining the English proficiency of candidates for study. Since TOEFL, unlike other tests of English as a foreign language, is sponsored by a national council of organizations concerned with the selection and training of foreign students, policy has been developed by actual users of the test. The result is a test prepared by test specialists and experienced teachers of English as a foreign language, given on a world wide basis three times a year, with a new form developed for each administration of the test. A three and one-half hour objective test, TOEFL yields reliable sub-scores on five language sub-tests. The article summarizes the statistical evidence of high reliability (both for the total test and the separate sub-tests) and concurrent validity based on the analysis of the first form of the test. Further information may be obtained by writing to the TOEFL Program Office, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036. LMc

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853. TV VERSUS CLASSROOM INSTRUCTION IN FOREIGN LANGUAGE: A STUDY OF ELEMENTARY SCHOOL CHILDREN'S ATTITUDES by Gertrude MOSKOWITZ, Temple University, Philadelphia 22, Pennsylvania, in The Journal of Experimental Education, Winter 1964, Vol. XXXIII, No. 2, pp. 175-181.

This article follows up a study (see MLabstract No. 280) in which children's feelings about foreign languages were examined. The earlier findings reported that learning FLES by TV had produced negative attitudes in pupils, TV lessons combined with live classroom lessons developed more positive reactions, and children not learning a foreign language had better attitudes than TV students. The follow-up study re-examines the attitudes of these children one year later as the TV group continued TV lessons but added live lessons. A new TV group and a group which had live lessons only were added. The responses of pupils indicated that once negative attitudes were formed in the TV group, the addition of live lessons did not improve these feelings. The group with the most positive reactions had no TV lessons. The findings suggest the importance of the first exposure to foreign language in the formation of attitudes, with the medium of instruction playing an influential role. GM

854. THE CASE FOR TAPES WITHOUT PAUSES by G. MATHIEU, California State College, Fullerton, California 94631, in The Modern Language Journal, January 1965, Vol. XLIX, No. 1.

The pauses in which students are to echo or respond are either too long or too short: they never are right. In an earlier article (see MLabstract No. 247), I had advocated that the student or teacher lengthen the pauses in a three-, four-, or five-cycle drill. However, lengthening the pauses still creates problems, such as "dead air." A better solution is the two-cycle drill in which stimulus and correct response are recorded without any pauses. Now, at every step, the teacher or student is in full control of the time needed for verbal performance. The best way of activating the pause control is a footswitch: it leaves the student's hands free when practicing with materials that combine sound and sight and the teacher's hands free for "conducting" the class by hand signals. GM

855. UNE CLASSE DE FRANÇAIS ÉLÉMENTAIRE À LÉNINGRAD by Sylvie CARDUNER, 1610 Shadford Road, Ann Arbor, Michigan, 48104, in The French Review, February 1965, Vol. XXXVIII, No. 4, pp. 517-522.

In this article I describe a French class in a Leningrad school, step by step, exactly as I had the opportunity to observe it in April, 1964. This class was given in a "French school" where emphasis is put on the teaching of the French language as early as the second year of schooling (when the children are 8 years old). The courses are given for 45 minutes each day to groups of 10 to 15 pupils only. They study at once conversation, phonetics, reading, and grammar. Audio-visual helps are scarce, almost nonexistent, but the teachers are very well trained. At the age of 14, the students are able to carry on a fluent conversation with French natives. However, the links with the country the language comes from are nil: all the books and reviews available are printed in the USSR. It seems that the study of a foreign language has a single aim: to give the student a thorough and efficient knowledge of the language as a tool. In this, as far as I could judge, they succeed. SC

856. REPORT OF THE SEMINAR FOR COLLEGE TEACHERS OF FRENCH, GERMAN, AND SPANISH, INDIANA UNIVERSITY, BLOOMINGTON, JUNE 22-AUGUST 4, 1964; A PROJECT OF THE INDIANA LANGUAGE PROGRAM by Archibald T. MAC ALLISTER, Firestone Library, Princeton, New Jersey, and A. VALDMAN, I.U.

In this report we discuss the considerable success of the Seminar, and its difficulties: need for sufficient time to select participants, and obtain high-caliber staff; necessity of demonstration-classes, desirability of reducing schedule-load by combining demonstration, methods, and applied linguistics, and of using unconventional class-patterns; special problems of dealing with mature participants—colleagues, not students; usefulness of round-table format in most subjects; unfamiliarity with modern literary criticism; ideal location relatively quiet but with good library; importance of informal association of staff and participants (pages 7-65). Pages 66-168, Course Reports, with further suggestions, syllabi and bibliographies in Methods, Applied Linguistics, Literature, in French, German, Spanish, plus French Phonology; Psychology of Language Learning, Language Laboratory Methods. Limited supply of copies: Indiana Language Program, Lindley Hall, Indiana University, Bloomington, Indiana, specifying IU Seminar. ATM

857. A SHORT TEST OF ORAL ENGLISH PROFICIENCY by Earl RAND, The University of Texas-Taiwan Normal University Project, Box 7, AID/C, APO 63, San Francisco, California, in Language Learning, 1964, Vol. XIII, Nos. 3 & 4, pp. 203-210.

In this article I report on the design, administration, scoring, and results of an interview-type test. A definite, objective scoring sheet is used to increase inter-scorer reliability. The test consists of two parts: drill and open-ended questions. For the drill part, the student must manipulate some grammatical structure of English, e.g., active to passive, statement to question, etc. For the question part, he must answer open-ended questions, e.g., What do you do on holidays? Where would you like to live and why there? The questions are asked in both Chinese and English and take approximately 10 minutes. It is easy to construct alternate forms and to train the scorers. The results are used to place students into one of three groups: fast, average, and slow. The scoring sheet is reproduced in the appendix. ER

858. LANGUAGE AND THOUGHT by John B. CARROLL, Graduate School of Education, Harvard University, Cambridge, Massachusetts, 02138. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964. Paper, $1.50; Cloth, $3.95.

In this book I present a sketch of what I think the undergraduate student of general psychology should know about linguistics and the psychology of language and thought. The contents are: Chap. 1: Language and communication (major functions of language as a communication system); Chap. 2: The nature of language (a sketch of linguistics); Chap. 3: The learning of language (development of the child's native language; meaning as a problem for psychology; second-language learning and bi-lingualism); Chap. 4: Aspects of language behavior (the production of speech; language behavior from a statistical point of view; the perception and understanding of speech; the nature of reading); Chap. 5: Individual differences in language behavior; Chap. 6: Cognition and thinking; and Chap. 7: Language and cognition. JBC

859. THE SEIDO LANGUAGE INSTITUTE by Desmond P. COSGRAVE, 53 Ohara-cho, Ashiya-shi, Japan, in The Linguistic Reporter, October 1964, Vol. VI, No. 5, pp. 1-2.

In this article I describe the physical layout, teaching methods and materials, and aims of Seido. The Institute has over 800 students who study English, French, German, Spanish and Italian with a staff of 17 linguistically trained instructors. A 32-position language laboratory designed by members of the staff in conjunction with the Sony Corporation of Japan has produced excellent results for more than two years of continuous, trouble-free operation five hours a day. The teaching methods follow the ideas embodied in the oral structural approach, and each language has been programmed for 500 to 600 hours of classwork. The staff is now working on a completely integrated spoken English text based on a comparative analysis of English and Japanese to remove the disadvantages of the presently used American materials. Special seminars are being sponsored for teachers of Middle and High schools to acquaint them with linguistically based teaching methods. DPC

860. VACATION COURSES FOR TEACHERS by Jack M. WILSON, London University Institute of Education, Malet Street, London, W.C. 1, in Teacher Education (Oxford University Press), November 1964, Vol. V, No. 2, pp. 109-120.

In this article I describe summer vacation courses for teachers conducted in Eastern Nigeria in 1962 and 1963 with staffs composed of senior local educationists and United Kingdom head-teachers and teacher training college lecturers. The aim of the courses, which derived much of their inspiration from the Ashby Commission's "Investment in Education," was to improve English language standards and teaching techniques. A fairly detailed account of the work of the courses is followed by a general critical assessment of their effectiveness and how they might be improved or, alternatively, replaced by another form of assistance. JMW

861. THE ASSEMBLY COMMITTEE AT SAN DIEGO by Samson B. KNOLL, Monterey Institute of Foreign Studies, P. O. Box 847, Monterey, California 93942, in Foreign Language Newsletter, published by the Foreign Language Association of Northern California and the Modern Language Association of Southern California, Special Issue, December 1964, pp. 2 & 4.

This is a statement I read as President of FLANC before the Subcommittee on Research, Structure and Function of the California State Assembly Committee on Education at its hearing on October 23, 1964. In behalf of FLANC I asked for full implementation of the law which provides that as of 1965 foreign language instruction in California schools must begin in grade 6 (AB 2564). Multi-lingual instruction and continuity of foreign language teaching from the elementary through the secondary grades are the cornerstones of a sound foreign language program. To achieve this, FLANC urges: (1) State funds to support the development of teaching guides and materials for all languages. (2) Intensification of teacher procurement through the use of foreign-born with a talent for teaching and special training programs. (3) Institute programs beyond NDEA to be held during the regular school year and leave of absence with pay for teachers attending them. (4) The California Legislature must provide the funds to implement the important educational legislation (AB 2564) it has passed. SBK

862. MORE ON PAST PARTICIPLE AGREEMENT IN FRENCH by William Palmer GALVIN, University of California, Davis, in The French Review, December 1964, Vol. XXXVIII, No. 2, pp. 237-241.

In this article I cite an article in the February, 1964, French Review which proposes "a simple, logical rule for the agreement of the past participle." The rule: "The past participle, being a verbal adjective, agrees in number and gender with whichever definite, preceding word it logically modifies." An attempt to apply the rule in the case of the construction elle s'est aperçue de son erreur destroys its overall applicability, but leads to the development of another: "...unless the pronoun of reflexive form is clearly an indirect object, the past participle agrees with either the subject or the indirect object. And, even in case the pronoun of reflexive form be clearly an indirect object, the past participle still agrees with any preceding direct object." WPG

863. LANGUAGE LABORATORY STANDARDS AND SPECIFICATIONS by Clemens L. HALLMAN, Norman MIKESELL, and Channing BLICKENSTAFF, Indiana State Department of Public Instruction, Foreign Languages, 227 State House, Indianapolis, Indiana, Fall 1964.

In this booklet we set forth standards of quality for language laboratory equipment. The content is a result of over three years of experience in secondary schools. The specifications are worded in such a way that they may be copied verbatim by schools desiring to purchase a language laboratory. All technical data has been included, thus, enabling the teacher or administrator to simply fill in the quantity of items desired. We also include a "Bid Form" to be completed by equipment representatives who wish to submit a bid on a laboratory. At the end of this booklet we include a section on "Common Language Laboratory Terms" and a selected bibliography. CLH, NM, CB

864. SHAPING EDUCATIONAL POLICY by James B. CONANT, published by McGraw-Hill Co., 1964, 330 West 42nd Street, New York, New York 10036, pp. 1-138. [Abstract of passages pertaining to Foreign Languages and not constituting a direct or continuous quotation. Ed. GM]

To meet the impact of the educational revolution which has been brought about by the demand for more and better education at all levels, drastic revisions are needed in our old methods of determining educational policy. Foreign language study, which had degenerated to a token program in the public high schools prior to World War II, has enjoyed a rebirth of popular interest during the post-war years. New methods of teaching introduced by the MLA and the use of tape-recorders have revolutionized language teaching to the point where it is now being initiated at the elementary school level. The revision of instructional methods and materials requires active leadership by subject matter professors rather than by professors of education, who in the past have been responsible for shaping educational policy. One of the changes that was early brought about by the educational reformers grouped under the NEA banner was the destruction of the foreign language program in the public schools. Here the public was in tune with what the public school people demanded. And the arguments of the teachers of modern foreign languages were becoming weaker and weaker being bound, as they were, by the traditions of treating a language as something to be read and rarely spoken. The space age and methods of teaching foreign languages have altered radically the public mood which has come to demand that a pupil learn a modern foreign language. This is as much part of the revolution in American education as integrated schools or new mathematics.

865. PAST WRONG RIGHTED by the Board of Trustees, California State Colleges, in Academic Senate of the California State Colleges, Digest of Actions, Board of Trustees Meeting, March 2-4, 1965.

The Board of Trustees took final action to change Title V, California Administrative Code, No. 916, established in 1951 while the State Colleges were still under the State Department of Education, rather than an independent Board of Trustees, and which stated that: "It [foreign language] shall not be a general college requirement for graduation." The action of the Board of Trustees thus allows the seventeen State Colleges to include foreign language courses in general education and, most importantly, removes the restriction on a college's prohibition to require a foreign language for graduation.

866. THE USE OF COGNATES IN TESTING PRONUNCIATION by George W. WILKINS, Jr. and E. Lee HOFFMAN, Tulane University, New Orleans, Louisiana 70118, in Language Learning, 1965, Vol. XIV, Nos. 1 & 2, pp. 39-43.

Items which are spelled alike in two languages are a source of difficulty because the similarity often elicits a response first from the native language rather than from the target language. This being the case, carefully selected cognates can be used to produce an objective test of oral proficiency which will reflect statistically significant differences among college course levels in French and Spanish, following the listen-speak phase of second-language learning. GWW, ELH

867. THE CONTEXTUALLY-PATTERNED USE OF ENGLISH: AN EXPERIMENT IN DIALOGUE-WRITING by David A. REIBEL, Department of Linguistics, University of California, La Jolla, California 92038, in English Language Teaching, January 1965, Vol. XIX, No. 2, pp. 64-71.

In this article I discuss the design of a particular kind of dialogue exercise and the rationale behind it. In general, language teachers have long recognized the effectiveness of dialogues as teaching devices, particularly because of the inclusion of contextual elements, as opposed to pattern drills, which usually offer no clues as to the context appropriate to the use of the sentences they contain beyond what the learner can supply on his own. By writing several short dialogues, of four lines each, with four interchangable variants for each line, all using the same situational context, the teacher offers the learner the opportunity to observe many instances of language use in a maximally efficient way. Following this plan, a group of 65 Peace Corps trainees wrote imaginative and entertaining dialogues. The success of this "experiment" is offered as evidence of the ability of untrained native-speaking teachers to write usable exercize materials. DAR

868. CALIFORNIA PREPARES FOR MANDATORY FOREIGN LANGUAGE PROGRAM by Klaus A. MUELLER, Coordinator of Foreign Language Programs, California State Department of Education, 721 Capitol Mall, Room 614, Sacramento, California 95814, in California Education, January 1965, Vol. II, No. 5, pp. 7-8.

In this article I describe a research project being conducted by the California State Department of Education and the Systems Development Corporation of Santa Monica under a research contract with the U. S. Office of Education. The project is a field test of three methods of instruction in Spanish at the sixth grade level. The three methods of instruction were selected because they are appropriate to a variety of school situations; e.g., differences in resources, availability of trained teachers, varying degrees of financial support, access to technical facilities, and provisions for specialized professional guidance. The project is not intended as a comparison study of the three methods, since each is designed for particular instructional settings and conditions. KAM

869. MODERN LINGUISTICS AND THE TEACHING OF FOREIGN LANGUAGES by H. H. STERN, Department of Education, University of Hull, England, in Educational Research, November 1964, Vol. VII, No. 1, pp. 37-54.

In this article I briefly describe the development of linguistics in America and Europe and point out its principal characteristics today. I then trace how linguistics has come to make an impact on language teaching in the USA, Great Britain, and France and, in a concluding section, assess the value of linguistics for modern languages at the present time. "The most substantial contribution we may expect from linguistics lies less in the use of aids or in the encouragement of oral methods than in a better theory of language, an on-going scientific study of language and the provision of improved descriptive data on which to base the teaching of languages." HHS

870. ENGLISH IN THE COMMONWEALTH: AUSTRALIA by C. RUHLE, Department of Education, Faculty of Arts, University of Sydney, N.S.W., Australia, in English Language Teaching, January 1965, Vol. XIX, No. 2, pp. 71-79.

In this article I survey first the post-war administrative arrangements of the Australian Commonwealth Government English Language program for adult foreign immigrants and the instructional methods devised to meet a linguistic situation unprecedented in the history of Australia. As this program is likely to remain for Australia the major activity in the field of teaching English as a Foreign Language, I provide fairly detailed information on the various facilities, i.e., shipboard instruction, evening continuation classes, radio and correspondence lessons. Other sections survey English for aboriginal children in the special schools of the Northern Territory, special courses through adult education organizations and English for overseas students. I conclude with an account of the course of study for teachers of English as a foreign/second language which has been offered since 1958 by the University of Sydney. CR

871. WORDS AND NOTIONS (ii) by Donald V. WHITE, The University of Southampton, in Modern Languages, December 1964, Vol. XLV, No. 4, pp. 144-145.

In this article I outline some approaches to problems raised by features of the semantics and morphology of German dealt with in a previous article, notably the wide semantic fields covered by simplexes like Zug and the frequency of ad hoc formations. After noting that much of the vocabulary of German is transparent rather than opaque and that English occupies a mid-way position between German and French with regard to the relative frequency of rational and expressive verbs, I suggest a more inductive approach to meaning in translations and in the examination of German texts in language classes. I suggest work on semantics in tutorials and a more formal approach to style in the examination of literary texts as means of augmenting work on compounding and derivation in the traditional philology courses. Finally, I echo a plea by Professor A. Fuchs for discursive reading of standard lexicographical works. DVW

872. USES AND ABUSES OF THE LANGUAGE LABORATORY by James A. KILKER, Modern Language Department, Duquesne University, Pittsburgh, Pennsylvania, 15219, in The Catholic School Journal, October 1964, Vol. LXIV, No. 8, pp. 53-54.

In this article I stress the parallel but more rapid language learning techniques afforded by the language laboratory with the child's natural process in acquiring speech habits. Laboratory drills help to form automatic speech habits, thus obviating the traditional problem in which "the mental effort to form a coherent syntax impedes other thought processes." Oral-aural aids, however, are only as good as the teacher using them. Since many people do not detect sounds clearly, a machine—unless monitored by a linguistically proficient operator—may continue to drill students in false speech habits as well as good ones. Optimum results will be obtained when the linguistically competent teacher has previously drilled his students on the material to be covered in the laboratory. JAK

873. AUDITORY FACTORS IN FOREIGN LANGUAGE ACQUISITION by Ralph R. LEUTENEGGER, University of Wisconsin, Milwaukee, Wisconsin; Theodore H. MUELLER, University of Akron; and Irving R. WERSHOW, University of Florida, in The Modern Language Journal, January 1965, Vol. XLIX, No. 1, pp. 22-31.

In this article we sought to answer some of the questions raised by audio-lingual foreign language teaching approaches in French and Spanish. Various intelligence and aptitude scores were related to foreign language achievement. Results: French students achieved scores higher than those of the Spanish students on eight of the fifteen variables studied. Male students achieved significantly lower scores than female students on seven of the fifteen variables. Of the fifteen possible predictive variables studied, only the Seashore Tonal memory and the Total Reading Score (of the Committee on Diagnostic Reading—Survey Test) emerged as significant in predicting foreign language acquisition. The results of several subtests underscore the need to study the sexes separately when inquiring into the effects of language teaching. RRL, THM, IRW

874. LINGUISTICS by William G. MOULTON, 124 Dickinson Hall, Princeton University, Princeton, New Jersey, 08540, in The Aims and Methods of Scholarship in Modern Languages and Literatures, ed. by James Thorpe, New York: Modern Language Association, 1963, pp. 1-21.

This article is one of four (on Linguistics, Textual Criticism, Literary History, Literary Criticism) in a pamphlet intended primarily for students of modern languages and literatures. In it I try to survey briefly the field of linguistics: language as structured sound and meaning; grammar; approaches to language analysis; linguistic change (historical and comparative linguistics, dialect geography); the study of sound (phonetics) and meaning (semantics, lexicology); applied linguistics. Copies of the pamphlet may be obtained for $1.00 each from: The Treasurer, Modern Language Association, 4 Washington Place, New York, New York, 10003. 20% discount on orders of 25 or more copies. WGM

875. TESTING TEACHER TRAINEES BY MEANS OF CLOSED-CIRCUIT TELEVISION AND MLA FILM NO. 5 by Ruth HOK, English Language Institute, University of Michigan, Ann Arbor, Michigan, in Language Learning, December 1964, Vol. XIV, No. 1, pp. 55-59.

In this article I summarize experience in the use of closed circuit TV and MLA Film No. 5 for the purpose of testing trainees in Methods of Teaching a Foreign Language. These media are presented as eminently satisfactory means of testing in an easily graded and administered manner the students' grasp of theory and its classroom applications. Sample test questions are included. RH (R)

876. A RATIONALE FOR FLES by Mildred R. DONOGHUE, California State College at Fullerton, 94631, in The French Review, February 1965, Vol. XXXVIII, No. 4, pp. 523-529.

Between 1937 and 1961 the number of countries offering foreign language programs in the elementary grades rose from 9 to 39. With an international enrollment of millions, language teaching is no longer a fad or frill for a few. It is a matter-of-fact addition to the elementary curriculum with respectability and status of its own. Foreign languages belong in the elementary school for educational, sociological, neurological, and numerous psychological reasons. MRD

877. "BAJO" AND "DEBAJO DE" by C. G. SHENTON, in *Hispania*, May 1964, Vol. XLVII, No. 2, pp. 362-366.

In this article I examine the difference in the literal, situational use of *bajo* or *debajo de*, having established that *bajo* is preferred in figurative contexts. *Debajo de* was unanimously preferred "in those sentences designed to show a clear and exclusively literal context in which the only interest was to relate situationally one object to another: *Mi pitillera está debajo del diccionario*." However, *bajo* is readily used in poetic contexts: "*bajo la luz de la luna*," and may be used whenever there is an idea of protection, radiating influence or other non-situational notion. Contrast: "*Los Ordoñez comían siempre bajo el cuadro severo del abuelo* and *La mesa está contra la pared debajo del cuadro*." Thus: "When the context gives a poetic or figurative sense to the relationship of the two elements or when there are poetic or figurative overtones, *bajo* will be preferred." CGS

878. EXPERIMENTAL REFINING AND STRENGTHENING OF UNDERGRADUATE FOREIGN LANGUAGE CURRICULA WITH SUPPORTING RESEARCH IN TEACHING TECHNIQUES, Final Report, O.E. Contract No. 8833, May 30, 1960 to June 14, 1964, by Klaus A. MUELLER, Principal Investigator, Associated Colleges of the Midwest, Chicago, Illinois.

In this report we describe the foreign language activities conducted under a contract between the Associated Colleges of the Midwest and the U. S. Office of Education, Contract No. 8833. The focus of the work was the improvement of instruction in foreign languages and literatures at all levels, including the pre-services undergraduate courses of training for prospective language teachers. Member colleges in the Association used and explored a variety of teaching practices. Classroom experiments were conducted which included the optimum length of the foreign language laboratory period and the optimum distribution of students' time between class meetings, laboratory and homework; types of language laboratories; degree of mastery to be required before students proceed to new material; programmed learning courses, and an examination of the relative value of different types of stimuli—oral, visual and kinesthetic. KAM

879. OUR OWN LANGUAGE BARRIER by James E. ALATIS, Specialist for Language Research, Language Development Branch, U. S. Office of Education, in *American Education*, December 1964 - January 1965, Vol. I, No. 1, pp. 12-13.

In this article I say that the linguistic community, with Federal help, has set in motion a quiet revolution in language teaching to enable thousands of children and adults to break down barriers that prevent full participation in the cultural and economic life of America. Since World War II, U. S. universities and Government agencies have been using audio-lingual techniques to help foreigners gain proficiency in American English. Now the same techniques are being applied to the teaching of standard English to Americans, both native and foreign born. I urge wider application of linguistic techniques, more research in the dialects of American English, and specialized materials for children. The need for trained teachers in this field is critical. The U.S. Office of Education's institutes in English as a second language, and orojected institutes for disadvantaged youth, will help meet this need. JEA

880. THE NATIONAL LANGUAGE QUESTION: LINGUISTIC PROBLEMS OF NEWLY-INDEPENDENT STATES by R. B. LE PAGE, Professor of Language, University of York, England. New York and London: Oxford University Press, for Institute of Race Relations, 1964; vi + 81 pages, 1 map.

This book attempts to outline an objective approach to the language problems that beset many newly-independent countries, by setting them in perspective against a behavioural theory of language on the one hand and in relation to historical, political, economic and cultural factors on the other. Chapter 1 examines the functions language performs for the individual; his needs are seen to be often in conflict with those of society. Chapter 2 examines the function of language in relation to government, the law, religion and culture; the role of lingua francas; the private worlds of multilingual societies; examples of each situation are cited, from many parts of the world. Chapter 3 examines the effect of the colonial past on the present language policies of many countries; in Chapter 4 the case-histories of India and Malaysia are examined in some detail. In Chapter 5, "Conclusions," it is seen that the total situation is always very complex, and each situation is unique; no single or simple answer can be prescribed, but attention is drawn to the role trained linguists can play, and to the urgent need for retaining local graduates in the schools. RBL

881. IN SEARCH OF A SYNTHESIS by D. C. HAWLEY, Department of Modern and Classical Languages, University of Wyoming, Laramie, Wyoming 82071, in The Modern Language Journal, January 1965, Vol. XLIX, No. 1, pp. 19-21.

In this article I note that the audio-lingual method of language teaching is now coming under fire both from the traditionalists and from some of its former supporters. This is both inevitable and desirable. There is the danger, however, that the reaction may go too far, that many teachers who favor the traditional methods may fail to realize that, in general, it is the extreme features of audio-lingualism which are under attack; and consider the adverse comments only in order to justify discarding the new techniques completely. This would erase many of the gains which language study has made. The last half of the article attempts to weigh the criticism point by point in order to furnish a basis for synthesis. DCH

882. AUDIO-LINGUAL? YES, BUT LET'S THINK by Lillian S. ADAMS, Glastonbury Public Schools, Glastonbury, Connecticut, 06033, in The French Review, December 1964, Vol. XXXVIII, No. 2, pp. 233-236.

In this article I contend that repetition alone will not accomplish audio-lingual learning. The conscious mind early loses contact with meaning; and the subconscious mind, unaided, will not make the proper generalizations—if any. Solutions seem to be: to "keep things in meaningful context"; "to unshackle the student early and surely from form utterances"; to require responses that show that selection and variation have gone on; to make use of the student's mastery of English wherever possible. For structure drilling I suggest: 1. making the student aware of the way the structural item functions in English; 2. asking questions to direct his observation; 3. presenting in the foreign language enough instances for the generalization to be made; 4. eliciting the generalization; 5. carrying on meaningful, purposeful drills; 6. restoring the item to context. LSA

MLabstracts

883. LINGUISTICS by William G. MOULTON, 124 Dickinson Hall, Princeton University, Princeton, New Jersey, 08540, in NEA Journal, January 1965, Vol. LIV, No. 1, pp. 49-53.

In this article I try to show what linguistics is concerned with by examining briefly each of the eleven stages that are involved in any act of communication via spoken language. Encoding the message: (1) semantic encoding, (2) grammatical encoding, (3) phonological encoding. Transmission: (4) from brain to speech organs, (5) movements of the speech organs, (6) vibrations of the air molecules, (7) vibrations of the ear, (8) from ear to brain. Decoding the message: (9) phonological decoding, (10) grammatical decoding, (11) semantic decoding. WGM

884. A-LM—AN APPRAISAL by Robert A. BAKER, Herricks Senior High School, New Hyde Park, New York, in The German Quarterly, January 1965, Vol. XXXVIII, No. 1, pp. 56-62.

In this article I discuss the practical pros and cons of the Audio-Lingual Materials, published by Harcourt, Brace and World, Inc., as perceived by a classroom teacher. The difficulty lies mainly in overcoming the inertia of students and teachers conditioned to the traditional approach to academic subjects. The advantages listed are (1) authenticity of accent, (2) efficiency of administration, and (3) reduction of dropouts. Questionable points include (1) accuracy of meaning, (2) retardation of learning, (3) emphasis on drill, and (4) usefulness of the language laboratory. In sum, the pros outweigh the cons by far. RAB

885. AFTER YOU SPEAK, THINK! by Clodius H. WILLIS, Jr., 2105 Fauver Hall, University of Rochester, Rochester, New York, in The French Review, January 1965, Vol. XXXVIII, No. 3, pp. 396-398.

The writer gives an evaluation of the recently developed audio-lingual methods in language teaching, based on his own classroom experience and observations. The new methods have aided the profession by focusing interest in the field, and by emphasizing learning-by-doing. The new methods are criticized for inflexibility of content and technique. As a method, the audio-lingual drills are given their place. We are not, however, to teach bilingualism, but language in all its aspects. CHW

886. THE RESEARCH ON PROGRAMMED INSTRUCTION: AN ANNOTATED BIBLIOGRAPHY by Wilbur SCHRAMM, Stanford University. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1964. Available from Government Printing Office, 50¢.

In this monograph I have listed and annotated 195 titles, representing practically all the research publications on programmed instruction up to about the beginning of 1963. Annotations list the problem, the sample, and the programs used, followed by an average of 150 words of abstract. There is also an interpretive introduction. WS

887. TESTING THE CONTROL OF PARTS OF SPEECH IN FL COMPOSITIONS by Eugene J. BRIERE, Department of English, University of California, Los Angeles 24, California, in *Language Learning*, January 1965, Vol. XIV, No. 1, pp. 1-10.

In this article I state that FL teachers widely disagree as to the degree and type of control that can, or should be, exercised in teaching writing. A simple design for a comparative experiment was used to test one particular assumption about control, *viz*, that the total number of specific parts of speech in a composition can be controlled by the particular topic assigned. English as a Second Language and Spanish were tested. The results of an X^2 test indicated that there were no significant changes in the total number of specific parts of speech due to the topic assigned and that there were no significant differences between the English and Spanish results. In English, there were approximately twice as many nouns as verbs regardless of the topic assigned. Experimental procedure is described in detail and suggestions for further experimentation are given. EJB

888. A NEW USE FOR "NE" by Jerry L. BIDWELL, Room 112, Department of Comparative Literature, Derby Hall, Ohio State University, Columbus, Ohio 43210, in *The French Review*, January 1965, Vol. XXXVIII, No. 3, pp. 399-400.

In this study I show with examples of current printed French that the pleonastic *ne* regularly appears in the second proposition of a negative comparison of *inequality*. This observation does not correspond with the one found in most French reference grammars. The tendency of *ne* to impose itself in this position is so strong that its "occurrence may at times persist to the extent of overburdening the sentence or appearing beside an ungrammatical construction." Two striking examples: "Personne ne peut apporter de précision pas plus que vous *ne* pouvez prévoir les années où vous attraperez un rhume." *Ici Paris*, February 13-20, 1963. "Monsieur Poissonard, il a pas [sic] un gramme de plus qu'il *n*'a droit." Jean Dutourd, *Au bon Beurre.* JLB

889. ON THE USE OF LOW-FREQUENCY TONES FOR MARKING LANGUAGE LABORATORY TAPES by Robert KRONES, Jesse O. SAWYER, and Glen M. GROSJEAN, Language Laboratory, University of California, Berkeley 4, California 94720, in *Language Learning*, Vol. XIV, Nos. 1 and 2 (1964), pp. 51-54.

In this article we describe a method of quickly and easily finding particular lessons on language laboratory tapes which may contain numerous lessons. Our method utilizes a 40-cycle tone inserted into the master tape at the end of each lesson and on the same track as the lesson. We have found this method superior to both the use of revolution counters and the marking of library tapes by tabs, leaders or metallic contacts. Our method is more accurate and foolproof than the use of counters and, unlike tabs, leaders, or contacts, our marks are copied from the master together with the lessons and are erased with the lessons on tapes which are reused. The tone is detected aurally by the lab attendant or visually on a meter. It is also detected electronically in automatic operation. We also use low frequency tones for marking errors during the recording of language lessons. GMG

890. THE TEACHING OF GERMAN LITERATURE by Robert M. BROWNING, Hamilton College, Clinton, New York 13323, in Report of the Seminar for College Teachers of French, German and Spanish, conducted at Indiana University, June 22 - August 4, 1964, pp. 11-127.

In this report I have tried to outline some of the problems connected with teaching a subject that cannot be learned, insofar as these were identified by our participants. Some problems touched upon: the preparation of teachers for studying German literature with young Americans, types and levels of courses in literature, approaches to literature, the transition from skill to content courses, understanding literature qua literature, how to involve the student in a literary text, use of German in lectures and discussions, etc. The report closes with a critique of the seminar and some general recommendations for future seminars of this type. A bibliography (4 + pp.) is appended. RMB

891. THE TEACHING OF SPANISH LITERATURE by Miguel ENGUÍDANOS, Department of Spanish and Portuguese, Indiana University, Bloomington, Indiana 47405, in Report of the Seminar for College Teachers of French, German and Spanish, conducted at Indiana University, June 22 - August 4, 1964, pp. 145-160.

In this report a detailed outline of the six-week seminar for college teachers is given: (1) lectures on literary theory; (2) problems in presentation; (3) texts, manuals, bibliography; (4) lectures by professor and students on literary genres and specific works. Conclusions were that ethical, esthetic and objectively historical aspects of literature are interdependent and inseparable. Student mastery of the spoken language, by audio-lingual methods, will permit classes to be held in Spanish and students to read works as vital participants and not as mere translators. In surveys, Hispanic culture should be taught simultaneously with literature; Spanish and Spanish-American literature should be treated as one literature, represented by six to eight complete works in different literary genres and taught in inverse chronological order. Teachers of Spanish should know both their own literature and the art of teaching a literary art. ME

892. A COLLEGE PROFESSOR TEACHES FRENCH IV—A.P. by William F. BOTTIGLIA, 14N-307, Massachusetts Institute of Technology, Cambridge, Massachusetts 02139, in The French Review, December 1964, Vol. XXXVIII, No. 2, pp. 216-228.

In this article I describe in detail my experience as guest-teacher of French IV—Advanced Placement at Brookline High School (1963-1964), then offer the following tentative conclusions: (1) properly screened high-school Seniors are mature enough to do college-level work; (2) the high-school environment is not altogether appropriate for a college-level course; (3) experienced and properly trained secondary-school teachers are capable of handling French IV—A.P.; (4) the great burden of French IV—A.P. teachers calls for a reduction in their teaching loads; (5) it is important to establish pedagogically oriented workshops and/or courses which deal specifically with the teaching of French IV—A.P.; (6) the A.P. program should develop all four skills at the same time, and the speaking skill needs to be tested; (7) French IV—A.P. should study a limited number of masterpieces in depth, and the background should be filled in by means of lectures and collateral readings. WFB

893. SOME APPROACHES TO TEACHING STANDARD ENGLISH AS A SECOND LANGUAGE by Charlotte K. BROOKS, Washington, D.C. Public Schools, Washington, D. C., in Elementary English, December 1964.

In this article I differentiate between culturally different and culturally deprived youngsters. I maintain that both groups may be taught standard English as though it were another dialect. Preschool experiences must be provided, second language techniques must be learned and used, books must be revised to suit these students, and special learning materials must be prepared for both culturally different and deprived pupils. These boys and girls may well be happier and more successful "sayin' what comes natur'lly" where that is acceptable, but learning to use Standard English in the appropriate situation. If the "natur'l" talk is not made to seem an inferior dialect, and if the standard English is taught from the beginning in this new way, teachers of the English language may be happier and more successful too. CKB

894. ANALYTIC VS. SYNTHETIC: A PROBLEM IN THE PORTUGUESE VERBAL SYSTEM by David M. FELDMAN, California State College, Fullerton, California 63931, in Linguistics, December 1964, Vol. X, pp. 16-21.

In this article I suggest that the "traditional" view of the so-called modal verb phrases and related constructions as exocentric, i.e., that the infinitive is the object of the auxiliary, as in posso escrever, cannot be sustained by the application of immediate constituent and transform analysis. Such analysis, rather, shows such constructions to be verbal monads functioning endocentrically in the Portuguese sentence, filling the same structural slot as would a single finite verb. This conclusion permits us to simplify the basic syntactic formulae of Portuguese and sheds some light on both the historical and pedagogical treatments not only of compound verbal structures but of the placement of clitics in the verbal core. DMF

895. LITERATURE AND SEASONS by Renée GEEN, Department of French, Barnard College, Columbia University, New York 27, New York, in Teaching Language Through Literature, November 1964, Vol. IV, No. 1, pp. 1-3.

In this article I review an article by M. Henri Dumazeau (Le Français dans le Monde, No. 26, juillet-août 1964, pp. 16-19) who traces the theme of autumn from Ronsard to Mauriac. I stress that a program organized around such a literary evocation is valuable to all students who have not personally experienced the rhythm of seasons in France, since a New York autumn, for instance, may be quite different from a Parisian "âutomne," bringing out different tonalities in nature and evoking different moods in man. I urge that this literary approach be used not only at the advanced but also at the elementary level to convey the true character of seasons. RG

896. FLES AND THE CONSERVATION OF OUR LANGUAGE RESOURCES by Theodore ANDERSSON, University of Texas, Austin, Texas 78712, in Hispania, September 1964, Vol. XLVII, No. 3, pp. 593-596.

In this article I analyze how in a bilingual (English-Spanish) community a well organized FLES program can help to conserve nationally-needed language resources and also how the addition of such a purpose can galvanize a FLES program with a sense of social urgency. TA

897. THE *SINE QUA NON* IN FLES by George A. C. SCHERER, Department of Germanic Languages and Literatures, University of Colorado, Boulder, Colorado, in *The German Quarterly*, November 1964, Vol. XXXVII, No. 4, pp. 506-515.

In this article I briefly present thirteen reasons for FLES and then discuss the conditions that ought to prevail before a school system can safely launch a FLES program. These conditions are as follows: (1) positive community support, especially that of the educational community; (2) assurance that competent teachers will be available as the program mushrooms; (3) proper use of linguistically oriented materials and methods; (4) recognition that FLES is an integral part of a long sequence that goes through grade twelve; (5) provision for adequate supervision both horizontally and vertically; (6) plans for periodic and objective evaluation of the results; (7) effective means of educating the parents and the public as to the nature of FLES and what can and cannot be expected by way of miracles. GACS

898. A VERB-FORM FREQUENCY COUNT by H. V. GEORGE, English Language Institute, University of Wellington, New Zealand, in *English Language Teaching*, October 1963, Vol. XVIII, No. 1, pp. 31-37.

This article summarizes two Monographs (Central Institute of English, Hyderabad, India) describing a verb-form frequency count and the implications of its results for course design. The article refers to the counting schedule of 169 items, including the regular tenses. The results indicate a relatively small number of high-frequency items (Simple Past Narrative; Simple Present Actual—referring to "this" time; Simple Past Actual—referring to "that" time; and *to* + stem) occurring in all kinds of writing, a high incidence of non-finite stem + -ed forms in factual writing and an overall infrequency of verb-groups (perfects and progressives). The writer says of present-day descriptions of English, which contain no statements of proportion: "It is as though 'Descriptive Geography' presented detailed accounts of the world's countries without any statement of their sizes." HVG

899. *LIFE* TAKES COGNIZANCE OF JOE DOE'S GROWING LANGUAGE SOPHISTICATION by the Editors of Letters to *Life*, January 8, 1965, p. 17.

Messieurs: Je viens de recevoir le No. de "LIFE" de 4 Decembre que vous m'avez envoyé, et je voudrais vous exprimer tous mes remerciements pour votre attention. J'ai été très content de voir les photos et de lire votre reportage sur moi: je les trouve très bien et je vous en remercie.
Paris, France MARC CHAGALL

900. PREFACE by Kenneth L. PIKE, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104, to the *Bibliography of the Summer Institute of Linguistics*, Santa Ana, California, 1964, pp. iii-xi.

In this preface to the bibliography I discuss (1) the purposes of the Institute and its outlook; (2) some of the assumptions of recent theory—such as the nature of the well-described unit; (3) some inter-disciplinary relations of linguistic theory to non-language behavior; (4) a summary of the kinds of publications of the Institute—general theory, grammar and phonology, material published concerning some 214 languages. KLP

901. ENGLISH AS A SECOND LANGUAGE: FROM THEORY TO PRACTICE by Mary FINOCCHIARO, Hunter College of the City University of New York. Regents Publishing Co., New York City, 1964, 144 pages, $1.95.

In this book I have attempted to share my knowledge of both recently evolved and long-proven methods of teaching English as a second language. Everything, from planning a curriculum to evaluating results, is covered and specific methods are suggested for each aspect of the program. Since the book is intended for teachers without previous training or experience, as well as for bringing experienced teachers "up-to-date," every attempt has been made to keep the language clear and non-technical. In the introductory chapters, words with special meanings are clarified. For example: "The ingrained habits of one's native language (of making certain sounds or of placing sounds in certain positions) often cause serious conflict or interference with the learning of a new language. Although similar sounds may exist in one's native tongue, they may be found in different positions in the second language. The sound system (phonetic and phonemic system) may operate in a different way. For example, English uses stress or accent (e.g., convért/cónvert) to convey meaning. One's native tongue may not. The same is true of the structure or grammar of the language. The forms of the words (morphology) and the order or sequence of words (syntax) are important in English. (Is a "pocket comb" the same as a "comb pocket"?) They may have no importance or they may mean something quite different in the native language." MF

902. MORE MODERN AUTHORS IN SIXTH-FORM STUDIES by W. F. TULASIEWICZ, University of Cambridge, Department of Education, 17 Brookside, Cambridge, England, in Modern Languages, December 1964, Vol. XLV, No. 4, pp. 146-155.

In this article I have examined some of the reasons for the study of foreign literature in schools. Too often we teach our senior pupils (16-18) as if all are to become literary critics or masters of style. This leads to an undue emphasis on a small number of classical works—which, in the majority of pupils who will not read literature at university, fails to instil a lasting interest in the foreign literature. The study of modern works only, linguistically easier and thematically more contemporary, which also can provide useful "background" information about the foreign country ought seriously to be considered. A list of suitable authors and works (for German) is given. WFT

903. FRENCH WORD LIST FOR THE "NEW KEY" by Milton FINSTEIN, Roger PILLET, University of Chicago, Chicago, Illinois, in The French Review, December 1964, Vol. XXXVIII, No. 2, pp. 196-215.

Our total word list includes lexical items suggested by an American children's dictionary and items listed in Français fondamental, premier degré, and deuxième degré. Collating the words of one source with those of the other resulted in a break-down of the list into several categories, each particularly appropriate to a specific age level and/or to the development of a particular skill at suitable points in a French sequence. The categories emerging as appropriate to both children and more adult learners might provide a useful lexical common ground tending to mitigate the difficulties of articulation between elementary and secondary school programs. MF, RP

904. LANGUAGE LABORATORY AND LANGUAGE LEARNING by Elton HOCKING, Purdue University. Department of Audiovisual Instruction, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. 1964. 212 pages, $4.50, Stock No. 071-02398.

This book, written for teachers and teacher-candidates, is concerned with the instructional aspects of the language lab, avoiding any duplication of Alfred S. Hayes's excellent Language Laboratory Facilities: Technical Guide. As implied by the title, the focus is on language learning. After a 20-page history of its development, the language lab is described in its current forms and functions as an integrated application of current theories, methods, and materials. Dominant practices and major problems are set forth, as reported by the State Supervisors (in response to a questionnaire), and by a symposium of representative leaders at the college level. Another symposium, concerned with future developments, involves not only language teachers at all levels, but also a broad range of educators, architects, publishers and producers of educational materials and equipment. Thus the book is concerned not only with the current nature and uses of the language lab, but also with its potential as a major resource in the solution of emerging problems: the shortage of teachers and linguists, the new curriculum and reorganization of the schools, the integrative concept of language, literature, and culture, and the increasing responsibility of our profession to the national interest. Language Laboratory and Language Learning tries to show how the developing advances in electronics, both audio and visual, can best help our profession and our students to meet the unprecedented demands of a new—and hopefully a great—society. EH

905. WELCOME TO FLES! by Gladys C. LIPTON, Coordinator of FLES Program, New York City Board of Education, 110 Livingston Street, Brooklyn 1, New York, in The French Review, December 1964, Vol. XXXVIII, No. 2, pp. 229-232.

In this article I state that the FLES teacher must have the same fluency and facility in the foreign language as secondary and college teachers. The pedagogic and educational background of a FLES teacher might be determined by the list of a dozen questions included in the article, such as, "How would you begin a FLES program?" and "How would you evaluate your effectiveness as a FLES teacher?" I also briefly describe three types of training programs for FLES teachers: the methods course at the college level, the in-service course for teachers, and a trip to France for FLES teachers. GCL

906. MIGRANT LANGUAGES IN SCHOOLS by Michael CLYNE, Department of Modern Languages, Monash University, Clayton, Victoria, Australia, in Babel, October 1964, No. 27, pp. 11-13.

In this article I see the teaching of immigrant languages (as foreign languages) in schools as a solution to some problems of migrant children in Australia. It would give them more insight into English as well as their mother tongue and thus prevent them from hovering between two unaccomplished goals. The urgent need to acquire rapidly some English as a medium of education can impede the mastery of both languages. Some children retain only a passive knowledge of the mother tongue. Many pick up, at home, sub-standard forms, dialect, or a language interspersed with words and formations transferred from English. If such situations could be remedied at school, migrant children could make the best use of their potential. MC

907. MODERN METHODS OF LANGUAGE TEACHING by Bruce PATTISON, University of London Institute of Education, London, W.C. 1, United Kingdom, in English Language Teaching, October 1964, Vol. XIX, No. 1, pp. 2-5.

In this article I argue that language learning has become necessary on an unprecedented scale, and language teaching will have to be radically changed. But procedures and gadgets are of minor importance. More effective teaching must be founded on new conceptions of language and new information about learning. There are five principles of any successful language teaching: (1) Every sample of the language must be encountered and practised in a context of situation, since a language is a means of dealing with situations; (2) selection; (3) grading organized to give command of the closed systems of the language; (4) an oral approach; and (5) overlearning. Machines are useful only if they are well programmed, and programmers can be successful only if they are trained in both linguistics and education. The small number of people with these qualifications is the real bottleneck in holding up the improvement of language teaching. BP

908. A FACTOR ANALYSIS OF ORAL COMMUNICATION SKILLS IN OLDER CHILDREN by Michael MARGE, Division of Handicapped Children and Youth, U. S. Office of Education, 400 Maryland Avenue, S.W., Washington, D. C., in The Journal of Speech and Hearing Research, March 1964, Vol. VII, No. 1, pp. 31-46.

This study was concerned with the application of the factor analytic method to identify the factors which define oral communication abilities in older children. A population of 143 preadolescents was evaluated on 40 speech and language measures by classroom teachers and by speech specialists. An intercorrelation matrix of the 40 measures was computed and submitted to a factor analysis by means of the principal axes method. Seven factors were extracted which represent the human abilities underlying the dimensions of speech and language behavior studied. The factors were identified as follows: Factor 1 - General Speaking Ability as Assessed by Speech Specialists; Factor 2 - Motor Skill in Speaking; Factor 3 - Speech Dominance; Factor 4 - Non-distracting Speech Behavior; Factor 5 - Voice Quality; Factor 6 - Language Maturity; and Factor 7 - General Speaking Ability as Assessed by Teachers. MM

909. RESEARCH ON THE TEACHING OF ENGLISH UNDER PROJECT ENGLISH by Erwin R. STEINBERG, Carnegie Institute of Technology, Pittsburgh, Pennsylvania 15213, in PMLA, September 1964, Vol. LXXIX, No. 4, Part 2, pp. 50-76.

There have been important changes in Project English since it began two and a half years ago: proposals to improve the teaching of literature are now acceptable; proposals now have a better chance to be reviewed by professors of English than they did before; review panels are more flexible about the type of evaluation they will approve; liaison with the profession is now good. There are now twelve curriculum study centers (a report from each is appended to the article). More are needed, particularly for the elementary school and college levels and for the economically and culturally disadvantaged. As a result of Project English support, there have already been six reports and monographs, and more are forthcoming. Properly supported, Project English will result in better prepared college freshmen, provide aid for strengthening college courses, and provide support for scholarship and research. ERS

910. LINGUISTICS AND MODERN LANGUAGE TEACHING IN COLOMBIA by Richard D. ABRAHAM, Rockford College, Rockford, Illinois, in The Modern Language Journal, April 1964, Vol. XLVIII, No. 4, pp. 215-222.

This report by last year's director of the TEFL Fulbright Program for Colombia discusses the methods employed in that country and attempts to arrive at a methodology based not only on the findings of structural linguistics, but on those of psychology, anthropology, sociology and political science as well. It advocates the teaching of the standard dialect although it does not preclude the employment of substandard forms when they are more efficient. It maintains that objective esthetic and utilitarian value judgments can be made about language, but that the only criterion to be used for determining good or bad language for the teaching situation should be that of facility of comprehension. Thus it is stated that the use of a literary pronunciation is preferable to the production of utterances disregarding the suprasegmental phonemes. It scores conversational material that is structurally sound but of no practical value and reading matter which lacks interest. It particularly regrets the lack of application of articulatory phonetics in the classrooms and in the films produced by the Center for Applied Linguistics (widely used there), where the only technique demonstrated for pronunciation mastery is that of multiple repetition and mimicry. The last student repetition of a perfect model is often as phonetically inaccurate as the first. It cautions against forcing American pedagogical principles and standards of behavior even when they seem more efficient on learners accustomed to totally different cultural patterns. RDA

911. A TECHNIQUE FOR TEACHING AUDIENCE AWARENESS AND AUDIENCE RESPONSE TO HIGH SCHOOL STUDENTS by David F. BEHAN, Grayslake Community High School, Grayslake, Illinois, in The Speech Teacher, January 1964, Vol. XIII, No. 1, pp. 52-54.

In this article I explain the use of a public address system and an adjacent room to actually teach feedback and its effects on a speaker to high school students. A series of speeches in which audio feedback and then visual feedback are eliminated from a speaker is given by each student. A final speech is given to a live audience under normal speaking conditions and the student can compare this situation with the previous experiences in which there was little or no feedback to the speaker. Under testing conditions, the awareness of each student of his audience responses was practically doubled. Each student enjoyed the varied speaking conditions and became more eager to present speeches when he could analyze the responses. DFB

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912. FOREIGN LANGUAGES 1964: PROGRESS, PROMISE, AND PITFALLS by Archibald T. MAC ALLISTER, Princeton University, Box 190, Princeton, New Jersey 08540, in Bulletin of the Pennsylvania State Modern Language Association, December 1964, pp. 9-14.

In this paper I review the gains made by the profession since the start of the MLA's FL Program in 1952, especially since the NDEA of 1958: the respect of colleagues and public, growing enrollments, expanded sequences, job opportunities, better salaries. Then I contrast the frustration and discouragement of the 30's and 40's. Among factors for progress, I stress State Consultant program, Summer Institute, changed attitude of Education people, NASSP statement of 1959, Conant's influence; emphasizing, however, their concern with new and improved methods. Citing evidence of improved preparation of freshmen, I predict a future in which college-level work will be done in college. I warn that these gains depend on our continuing better teaching; that almost no progress has been made in college teaching, where FL teachers are prepared. The crucial phase of our professional reconstruction will consist in how widely the colleges and universities adopt improvements like those recommended in the MLA Report (See MLabstract No. 642). We cannot long continue without the cooperation of the colleges, especially in the preparation of teachers. I close with a warning against intransigence and sectarianism among "New Methodists" on the one hand and sniping or sabotage by traditionalists on the other, lest our so recent gains be swept away. ATM

913. WRITING IN AN AUDIO-LINGUAL MODERN FOREIGN LANGUAGE PROGRAM by Mary F. THOMPSON, Harcourt, Brace and World, 757 Third Avenue, New York, New York, in *Teacher's Notebook*, Spring 1963.

In this article I re-examine the relation of writing to the total modern language program. Writing is clearly one—but only one—of the four skills to be developed. Written self-expression which is linguistically and culturally authentic is the ultimate goal. It can be achieved by a carefully planned program of exercises that proceed from copying and dictation, through parts of sentences, complete sentences, the paragraph, and a series of paragraphs, with a reduction of controls so gradual that the student is never in the position of having to invent language. The great danger is too much and too early concern with free composition, which provides no consistent progress toward good writing and serves only to undermine progress achieved in better controlled parts of the program. MFT

914. THE EFFECTIVENESS OF PROGRAMMED "GRAFDRILS" IN TEACHING THE ARABIC WRITING SYSTEM by John B. CARROLL and Graham LEONARD, Laboratory for Research in Instruction, Graduate School of Education, Harvard University, Cambridge, Massachusetts, December 1963.

In this research project we sought to evaluate the effectiveness of a novel technique for teaching a writing system ("Grafdrils") involving the systematic presentation of correlated visual and auditory stimuli. The technique was applied to teaching all the letters and symbols of the Arabic writing system. A formal experiment was set up using paid subjects who came for three-hour sessions on five successive evenings to learn the Arabic writing system either through the Grafdril technique (experimental group) or through conventional classroom instruction (control group). The achievement of the experimental group was clearly and significantly superior to that of the control group on final achievement tests, even though the Grafdril technique did not completely eliminate individual differences. The technique appeared to be equally beneficial for students of all levels of foreign language aptitude as measured by the *Modern Language Aptitude Test*.

915. THE NATIONAL TEACHERS' SEMINARY, A UNIQUE EXPERIENCE IN TEACHER TRAINING by Frieda VOIGT, University of Wisconsin at Milwaukee, in *Modern Language Journal*, October 1964, Vol. XLVIII, No. 6.

This recalls the National Teachers' Seminary. Founded in Milwaukee in 1878 for the training of German language teachers, it was dissolved in 1919 after elementary schools dropped German. The curriculum of five years' study prepared students for elementary classroom and German teaching. Courses were taught in German by native teachers, students with language facility were selected from major American cities. After 1919 the funds were turned over to the University of Wisconsin for establishing the National Teachers' Seminary professorship. Two Peter Engelmann prizes for study abroad are awarded annually by the Wisconsin Sprach-und-Schulverein to honor the German educator who had envisioned and planned both the German-English Academy and the National Teachers' Seminary. Has the time come to establish similar schools to train teachers for the FLES Program? FV

916. THE CHALLENGE OF BILINGUALISM by A. Bruce GAARDER *et. al.*, U.S. Office of Education, Washington, D.C., in G. Reginald Bishop, Jr., ed., *Foreign Language Teaching: Challenges to the Profession, Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1965*, pp. 54-101.

In this report we challenge the teaching profession to re-examine policies which result in vast expenditures of energy and funds to teach foreign languages yet make no provision for maintaining and developing the competence of the 19,000,000 children and adults in the country who already speak the languages natively. The report gives an overview of the problem and potential of bilingualism in the United States. It reveals the extent of bilingualism, gives an idea of the dynamics of increase or decrease for all the major languages, and shows the strengths and weaknesses of current efforts to maintain the non-English mother tongues. It presents a review of research concerned with the phenomenon of bilingualism per se and its possible effects upon the intellectual development of the bilingual person. It offers tentative guidelines for establishing programs of bilingual education for bilingual children in the public schools. Finally, it describes two tested procedures for recruiting educated bilinguals for employment as teachers of foreign language: the use of standardized proficiency examinations and the use of intensive institute training. We suggest that the development and administration of programs to produce a high degree of bilingual literacy in the more than three million school-age individuals in continental United States who retain use of a non-English mother tongue is a responsibility of the foreign language teaching profession. ABG

917. STUDY ABROAD by Stephen A. FREEMAN *et. al.*, [illegible] College, Vermont, in (See MLabstract No. 916), pp. 26-53.

The responsibility of language teachers in this whole matter of study abroad is evident and very great. The values of well-directed foreign study are unquestioned: broadened intellectual and cultural horizons, marked increase in language competence, sharpened zest for study, spiritual enrichment. Yet the present uncontrolled expansion is creating a situation which in some respects threatens to become a national educational scandal. Students and parents should be warned against "massive gullibility." Everyone concerned should know that programs of study abroad cannot promise everything for nothing for everybody at all levels. The basic guidelines for study abroad must be understood, so that the study can be directed for the student's greatest profit. The key propositions to consider are: the exacting requirements for sound foreign study plans are often ignored; travel and residence are not study; only valid academic achievement deserves academic credit; the benefits of foreign study are in direct proportion to language competence; the loose proliferation of heterogeneous foreign study plans threatens to become a national educational scandal; it is time to ask whether nationally organized foreign study plans could be an effective answer to growing anarchy.

918. FROM SCHOOL TO COLLEGE: THE PROBLEM OF CONTINUITY by Micheline DUFAU et. al., New York University, New York 3, New York, in (See MLabstract No. 916), pp. 103-128.

In spite of renewed interest in learning foreign languages, in spite of intensified efforts toward improving the quality of teaching at every level, secondary schools and colleges are still exchanging grievances and accusations. To remedy this situation the following propositions should be considered: (1) To encourage better communication and greater coordination between teachers of foreign languages, key universities and colleges in the Northeast Conference could sponsor meetings between their foreign language faculties and teachers of secondary schools in their areas. (2) Colleges should abandon any formula that sets a fixed ratio of secondary school years of study to college semesters. (3) Colleges should place students in language classes in accordance with their abilities as demonstrated in tests. (4) Colleges should grant full credit to any student who successfully completes any course in which he is placed, whether he is "repeating" work done in secondary school or not. (5) Test development has not kept pace with new methods of teaching foreign languages; there are very few standard tests which accurately test all four skills. Most tests still stress only reading ability. (6) The Northeast Conference should contribute to the improvement of communication and coordination by seeking ways of making available specific information about what is being taught in secondary schools and in colleges, and how it is being taught. MD

919. THE USE OF TELEVISION IN TEACHING FLES by Earle S. RANDALL, Modern Languages, Purdue University, Lafayette, Indiana 47907, in The DFL Bulletin, February 1965, Vol. IV, No. 1, pp. 1-2.

Master lessons for much of the foreign language teaching in American elementary schools are being provided by television. This paper discusses three large research projects which are studying the effectiveness of various sorts of follow-up activities in the classroom between the telecasts. Some of the variables are: the teacher's training or lack of it, the use of special recordings, a second viewing of the televised lessons, special teacher-training programs, and parent's help. The studies agree that television can be an effective means of teaching foreign languages at the elementary school level provided there is also adequate follow-up. ESR

920. THE "HISPANIC AMERICAN REPORT" (1948-1964) by Ronald HILTON, Department of Modern European Languages, Stanford University, Stanford, California, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 89-97.

In this article I relate the history of the monthly journal, the Hispanic American Report, which gave a running analysis of developments in Spain, Portugal and each of the Latin American republics. The Report had achieved an international reputation and was the leading journal in its field, but its publication was suspended in November 1964 following a university crisis brought about in part by the struggle for power and funds stimulated by a grant of Ford Foundation funds for Latin American studies. In the course of this struggle the staff of the Hispanic American Report, which had been working without remuneration for twenty years, was pushed aside. The article provides an object lesson regarding the evils brought about by the unscrupulous rush for foundation funds. RH

921. THE CONTRIBUTIONS OF PSYCHOLOGICAL THEORY AND EDUCATIONAL RESEARCH TO THE TEACHING OF FOREIGN LANGUAGES by John B. CARROLL, Graduate School of Education, Harvard University, Cambridge, Massachusetts 02138, in The Modern Language Journal, May 1965, Vol. XLIX, No. 5, pp. 273-281.

In this article I discuss ways in which there could be better communication between researchers and teachers of foreign languages, and point out that research has implications also for the trainers of teachers, educational policy makers, and preparers of texts and other instructional material. I then cite a number of examples of research studies that point the way toward improved foreign language instruction; some of these come from the experimental psychology laboratory, some from classroom research. Today there are two major theories of foreign language learning: the audio-lingual habit theory, and the cognitive code-learning theory. Current trends in psychological theory favor the latter. The audio-lingual habit theory is ripe for major revision in the direction of joining with it some of the better elements of the code-learning theory. JBC

922. QUANTITATIVE MEASUREMENT OF ERRORS IN READING ARABIC by Sami A. HANNA in The Modern Language Journal, October 1964, Vol. XLVIII, No. 6, pp. 349-352.

In this article I have attempted to diagnose, analyze and measure quantitatively the reading errors committed by American students who learn modern literary Arabic at the University of Utah. At the end of the course each student was given a reading test. Each student's response was recorded on tape and then analyzed. The students' reading errors were diagnosed and classified as: (1) Faulty vowels. (2) Faulty consonants. (3) Addition of sounds. (4) Omission of sounds. (5) Repetition of sounds. According to this method of analysis the profile of errors yielded a measure of the quantitative differences between a student's reading performance and that of other students. It has also assisted in diagnosing the major difficulty of each student. The important outcome of the study is the development of a technique whereby students' errors can be diagnosed, classified and grouped together objectively and scientifically. Having accomplished this step, the teacher can help the students overcome their individual difficulties on sound bases and more effectively. SAH

923. THOUGHTS FOR THE FUTURE by Homer D. BABBIDGE, Jr., Gulley Hall, University of Connecticut, Storrs, Connecticut, in The Modern Language Journal, January 1965, Vol. XLIX, No. 1, pp. 15-19.

In this article I recall the birth pangs of the NDEA and the dedicated enthusiasm of such men as Win Stone, Bill Parker, and Ken Mildenberger who helped me organize and begin the operation of what is now the flourishing Language Development Branch of the U.S. Office of Education. But, in the midst of our success in demonstrating that large-scale language mastery is possible, I suggest we should soberly ask: Does our society yet understand the importance of languages in the context of education? Their "tool" value is granted, to be sure, but how are we to justify the inclusion of modern foreign languages in "the liberal arts" on the college level? Such justification, I believe, depends on our success in making the student see beyond the "tool" values of languages, in making it possible for larger numbers of students to undergo a period of intensive study and residence in a foreign culture, and, finally, in enabling the student to see languages as a key to the end-object of liberal education: the freeing of self from the binding confines of experience in only one place and at only one time. HDB

924. SOME NOTES ON FOREIGN LANGUAGE TEACHING IN OTHER COUNTRIES by Eric KADLER and Bernard FLAM, Lycoming College, Williamsport, Pennsylvania, in The Modern Language Journal, November 1964, Vol. XLVIII, No. 7, pp. 434-437.

In this article we survey developments and trends in the language learning field over the past decade in several European countries, Canada, Australia, and New Zealand. Students abroad still initiate their foreign language training at ten to twelve years of age. There are, however, some programs for younger pupils. Opportunity to study a second foreign language is generally available a year or two after study of the first has begun. The study of Russian has increased noticeably only in a limited number of countries. The audio-lingual approach to language learning is dominant. We venture to predict that the recent emphasis on foreign language learning in the U.S., if continued, will eventually put Americans on a par with Europeans in linguistic competence. EK, BF

925. BASIC (SPOKEN) GERMAN WORD LIST—GRUNDSTUFE by J. Alan PFEFFER, Department of Germanic Languages, University of Pittsburgh, Pittsburgh, Pennsylvania 15213, in Number One of the publications of the Institute for Basic German, Prentice-Hall, Inc., 1964, 79 pages, $2.00.

In this research project we gathered the source materials for a series of volumes designed to supply students, teachers, linguists, librarians, and copywriters with the most up-to-date pragmatic analysis and synthesis of everyday spoken German. Over 400 tapes, interviews and 5400 records of spontaneous association were gathered in 55 cities in Germany, Austria, and German-speaking sections of Switzerland, and later these sources were developed with the aid of computing centers in the United States and France. A corpus of almost 833,000 terms, on coded punch cards, has yielded lists of core vocabulary, idioms and structures, and these will be published in separate volumes of the Basic (Spoken) German Series from time to time by Prentice-Hall, Englewood Cliffs, New Jersey. Volume Two: Index of English Equivalents for the Basic (Spoken) German Word List—Grundstufe, will be published in 1965. JAP

926. THE NDEA AS AMENDED BY THE 88TH CONGRESS by Andrea McHenry MILDENBERGER, U.S. Office of Education, Washington, D.C. 20202, in The Modern Language Journal, May 1965, Vol. XLIX, No. 5, pp. 305-307.

In this article I summarize the major changes which took place in the National Defense Education Act when it was amended in October, 1964, many of which will affect foreign language teachers and students. Title III, previously a program of financial assistance to States for the strengthening of instruction in science, mathematics, and modern foreign languages, was expanded to include English, reading, history, geography, and civics. Authorizations were increased for Title VI, Language Development, for language and area centers, modern foreign language fellowships, and research and studies. Language institutes, formerly a part of Title VI, became a part of Title XI, along with institutes for English, reading, English as a foreign language, history, geography, and institutes for teachers of environmentally disadvantaged youth, school librarians and educational media specialists. AMM

927. THE MANY METHODS OF FLES by Catharine G. DYE, Fontbonne College, St. Louis, Missouri 63105, in The Catholic School Journal, March 1964, Vol. LXIV, No. 3, pp. 58-59.

In this article I quote the chairman of the modern language department of Fontbonne College, St. Louis, on the need for flexibility in FLES (Foreign Language in Elementary Schools) methods. Sister Mary de Chantal who educates elementary school teachers of foreign languages recommends a variety of approaches: the programmed learning method of film strips and recorders, the language laboratory and direct conversation. "We want our teachers to be versatile," she said. "They are always studying and experimenting. We insist that they take time enough to learn a new method well. Much of the criticisms directed toward progressive systems of teaching language today is because of the mediocre results of fadists. Much retraining in methodology is necessary." CGD

928. BUT I'VE NEVER HEARD CASTILIAN BEFORE! by Carlos Gomez del Prado, Michigan State University, 5909 Montebello, Haslett, Michigan, in Hispania, September 1964, Vol. XLVII, No. 3, pp. 536-537.

In this article I state that my experience has been the opposite of many colleagues': while Peninsular has necessarily received major emphasis in the study of literature, Criollo has been stressed in language training. The title expresses my students' first exclamation after our initial conversation class. Textbooks have a tendency to strive for a neutral, therefore false, language. Students should be exposed to both linguistic varieties; it is personal pronunciation in the teacher that is important, not his origin. Advanced students should be aware of the complete reality: while Spanish remains basically a uniform language, there are many regional differences, some more acceptable than others. CGdelP

929. AMERIKA NI OKERU CHÛGOKU KENKYÛ-NETSU (AMERICA'S ENTHUSIASM FOR CHINESE STUDIES) by Russell MAETH, 501 Kent Hall, Columbia University, New York, New York 10027, in Chûgokugo nyûmon (Chinese Language Learning) March 1964, pp. 57-59.

In this article I discuss the background and role of summer NDEA language institutes in propagating Oriental languages in this country, especially Chinese. The curriculum of the 1963 Columbia summer program in Chinese is detailed in terms of content and teaching method. The conclusion of the article is that the NDEA summer language programs are successful and indispensable means of solving the critical languages problem. RM

930. UNDERGRADUATE MFL TEACHER-TRAINING IN LIBERAL ARTS COLLEGES: A SURVEY by F. André PAQUETTE, Modern Language Association, in The Modern Language Journal, November 1964, Vol. XLVIII, No. 7, pp. 424-431.

In this article I summarize the findings of a survey conducted by the MLA about undergraduate MFL teacher training in 335 departments of foreign languages in 244 liberal arts colleges. The information reported is about course requirements in the foreign language, in associated areas of study, in professional education courses and proficiency tests. Information is reported on methods courses in modern foreign languages, on practice teaching assignments for language majors, and about plans for change in the programs surveyed. The survey reported on is one of several which are included in the whole teacher training program of the Modern Language Association. FAP

931. MODERN LANGUAGES IN THE UNIVERSITIES: ACHIEVEMENTS AND PRESENT TRENDS by H. H. STERN, Department of Education, University of Hull, United Kingdom, in Modern Languages, June 1964, Vol. XLV, No. 2, pp. 47-57.

In this article I trace the development of modern language studies in British universities, review criticisms and describe current trends. On the basis of a survey of all universities in Britain I conclude that modern language studies have made remarkable strides in the short period since their recognition as respectable academic studies. But the criticism of the philological and literary bias of courses of study has resulted in interesting experiments in which the traditional language department is changed and in some of the new universities has disappeared altogether. HHS

932. THE INFLUENCE OF LINGUISTICS by Eldonna L. EVERTTS, Andrews Hall 208, University of Nebraska, Lincoln, Nebraska 68508, in Educational Leadership, March 1965, Vol. XXII, No. 6, pp. 404-407.

In this article I stated that linguistics, applied practically with scientific and scholarly guidance by linguists and with the psychology of learning supplied by the educators, has a positive contribution in the areas of reading, English, and the language arts. Some of the promising practices include the securing of natural intonational patterns in oral reading, a recognition of the origin of words, an understanding of the movement of words from one form class to another, the awareness of the syntax appearing in literature, and insights from dialectology and lexicography. ELE

933. THE TEACHING OF RUSSIAN IN THE UNITED KINGDOM by C. V. JAMES, University of Sussex Advances in the Teaching of Modern Languages, Volume One, June 1964, Pergamon Press Ltd., May 1964, Volume One, pp. 134-137.

In this article I show how the teaching of Russian has increased during the last five years in response to national need, resulting in the production of up-to-date text-books and technical aids and the improved efficiency of the teacher of Russian by maximum use of these aids. Appreciation of the need for a practical knowledge of language has led the Association of Teachers of Russian to re-define the aims of teaching comprehension and expression, relegating techniques of translation to a later stage. This has consequently influenced the design of public examinations by the Associated Examining Board, but further progress is impeded by the reluctance of other boards to follow suit. CVJ

934. THE FUTURE OF LANGUAGE LABORATORIES by William N. LOCKE, Massachusetts Institute of Technology Libraries, Cambridge, Massachusetts 02139, in The Modern Language Journal, May 1965, Vol. XLIX, No. 5, pp. 294-304.

In this article I try to predict what language laboratories will be like in the next five or ten years. I treat the past and the present only to show the directions in which we have been moving and are likely to continue to move. The major changes that I see in teaching methods in the laboratory in the next decade involve the techniques of programmed instruction, thus making the student more independent of the teacher; a greater emphasis on the visual, to provide improved motivation and a better understanding of the cultural background of the language to be learned, and large-scale decentralization of the laboratory. WNL

935. A SUGGESTED AUTOMATED BRANCH PROGRAM FOR FOREIGN LANGUAGES by Richard BARRUTIA, (then Arizona State University, Tempe, Arizona), University of California, Irvine, California, in Hispania, May 1964, Vol. XLVII, No. 2, pp. 342-350.

To keep up with the need for language learning, we must resort to automation just as industry does. By combining the principles of programed instruction with modern linguistic theories, automatic branch programs are conceivable. The program here is self-adjusting according to the gravity and frequency of student error. It is an audio plus motion film program with the main terminal objective of target language comprehension. Dialogues, pattern drills, and audio discrimination exercises are presented in a strict format of frames. After each frame the student is tested by a multiple-choice audio test. The student responds by pressing an A, B, C, or D button on a device called the Audio Tester, which evaluates his responses and either accepts them by giving him more new material or rejects them by sending him through a branch specifically designed to correct the particular error. (Illustrated with drawings and wiring diagrams.) RB

936. THE MAP FOR PATTERN PRACTICE by Eberhard REICHMANN, Indiana University, Bloomington, Indiana, in The German Quarterly, May 1965, Vol. XXXVIII, No. 3, pp. 345-350.

In this article I call attention to the unlimited potential of the geographical wall map for the purposes of pattern practice. The map can provide "things" and "situations" for drills of any conceivable structural item in the target language, whenever a change from other drill routines is desirable. I describe the cueing possibilities: oral, visual, and oral-visual combined. The cueing examples—in German—are classified as: one-word, phrase, statement, question, and imperative cues. Other suggestions include: patterned conversation, games, geographical drawing, and "our own map," a class project. The wise and repeated use of the map drill will not only help to overcome the frequently observed drill-vacuum, but it will also improve our students' geographical knowledge. ER

937. WHAT IS THE ULTIMATE PURPOSE OF TEACHING FOREIGN LANGUAGES? by Judith ROBINSON, University of New South Wales, Kensington, Sydney, Australia, in Esprit and Geist, 1964, No. 5, pp. 3-6.

Although it is true that understanding and speaking the language of a foreign country is essential to be able to communicate with its people, it is more important still to be able to communicate with them intellectually. This implies a knowledge of their values, their way of thinking, and their attitude towards current international problems. Universities throughout the world are becoming increasingly aware of their responsibility in promoting this knowledge, and several of them, including the Universities of Sussex and Glasgow in England and Princeton and Harvard in the United States, have introduced enterprising new curricula setting out to integrate foreign language and literature courses with the study of the political, social, economic and intellectual history of the foreign country concerned. There is an urgent need for a similar approach to modern language teaching in Australian schools and universities. For instance, the establishment of courses along these lines in Indonesian Studies would help Australians to understand the deeper reasons for the Indonesians' attitude towards Malaysia and the former colonial powers of Europe. JR

938. DAS DEUTSCHE R. REGELHAFTIGKEITEN IN DER GEGENWÄRTIGEN REDUKTIONS-ENTWICKLUNG UND ANWENDUNG IM FREMDSPRACHENUNTERRICHT by Bruno F. O. HILDEBRANDT and Lieselotte M. HILDEBRANDT, German Academic-Year Institute, University of Colorado, Boulder, Colorado, in Linguistics, January 1965, No. 11, pp. 5-20.

In this article we ascertain that in contemporary spoken German there exist at least five different articulation variants of the uvular R-sound, the application of which is regulated primarily by word accent and sound environment. A closer investigation shows, however, that of these variants the soc. "fricative R" and "vocalization" are being preferred more and more in the wake of the present development toward reduction. We recommend, therefore, for instruction in German to abandon the time-consuming practising of the old German vibrant R (trill) in favor of these two kinds of articulation. For the aid of the German teacher, a summarizing reference chart is added. BFOH, LMH

939. TRICKS WITH TEACHING TAPES! by Silas A. MECKEL, Programming Project, Language School, USAF, Lackland Air Force Base, Texas, in NSPI Journal, January-February 1965, Vol. IV, No. 1, pp. 10-11.

In this article we explain that the function of the laboratory is to simulate a "live" learning experience for the student. All reference to the recorder or the tape is avoided. The student is confronted with natural incentives to respond, such as: "Hello, how are you? My name is Joe Smith. What is your name?" We avoid "yes" and "no" answers by asking questions that call for sentence responses. A normal twenty minute tape calls for approximately 100 student responses. We elicit creative, but predictable, answers. Carefully phrased confirmation follows each student response. Visual aids are simple drawings. They "set up" the situation, directing student attention to a set of circumstances. The tape then engages the student in conversation related to these circumstances. Careful cueing induces the student to take increasingly long strides toward meaningful sequences. SAM

940. AATSP COMMITTEE REPORT ON ARTICULATION IN ILLINOIS, REPORT OF THE SECONDARY LEVEL by Lydia HOLM, Glenbrook North High School, Northbrook, Illinois, in Hispania, May 1965, Vol. XLVIII, No. 2, pp. 308-309.

In this article are summarized the results of a questionnaire submitted by the AATSP Articulation Committee to high school teachers of Illinois. The questions concerned the Administration of the Spanish program: preparation, supervision, and in-service training of personnel; student placement on high school entrance; equipment provided. Curriculum questions concerned minimum course requirements, laboratory and supplementary materials used, FLES articulation into high school courses, content of third- and fourth-year Spanish courses, the Advanced Placement program, tests used both for placement and for proficiency. The spread in the percentages found in the responses indicates the lack of uniformity in the Illinois secondary Spanish program. The variety of content in the courses makes evident the period of transition in which the high schools find themselves as they search for a program which will really meet their needs, for the high school at present is pressured by both the FLES program and the colleges. LH

941. DIE ROLLE DES KLISCHEES IM DEUTSCHEN by Hugo MUELLER, Department of Languages and Linguistics, The American University, Washington, D.C., in The German Quarterly, January 1965, Vol. XXXVIII, No. 1, pp. 44-55.

In this article I examine the term 'cliché' in general and propose to judge this linguistic phenomenon descriptively and without the usual preoccupation. I then attempt to give an inventory of German clichés by ordering them into twelve groups: (1) Whole utterances like greetings, courtesy phrases and "contact utterances"; (2) Commonplaces and platitudes; (3) Proverbs; (4) Quotations; (5) Figurative idioms; (6) Common allusions; (7) Comparisons; (8) Noun-verb phrases; (9) Adjective-noun phrases; (10) Adverb-adjective phrases; (11) Adverb-verb phrases; (12) Rhyme- and alliteration pairs. In conclusion, examples from Goethe to Brecht are given to illustrate the conscious use of clichés in literary works of art. HM

942. LANGUAGE INSTITUTES AND THEIR FUTURE by Mildred V. BOYER, University of Texas, Austin, Texas, in PMLA, September 1964, Vol. LXXIX, No. 4, Part 2, pp. 11-17.

In this article I consider long-range prospects for NDEA language institutes. Until such time as the language-teaching profession can resume the responsibility of teacher-training in regular academic programs, I recommend a continuing readjustment of institute patterns to care for the most pressing needs. I stress the importance of institutes (1) for teachers of FLES, (2) for teachers of American children whose mother tongue is not English, (3) for American-born teachers of languages native to them, (4) for refugees and other foreign nationals permanently in the U.S., and (5) for TV teachers. Two practices I believe should be discontinued are (1) acceptance of minimally qualified or non-qualified teachers and (2) acceptance of newly certified teachers. MVB

943. AN EARLY ORAL DRILL TECHNIQUE by Geoffrey BROUGHTON, University of London Institute of Education, Malet Street, London, W.C. 1, in English Language Teaching, April 1965, Vol. XIX, No. 3, pp. 114-120.

In this article I explain a simple method of encouraging individual oral drill through the use of teacher-made flash cards, used in sub-groups of a class as a reinforcing activity. For instance, a chain drill round a group like the following is prompted by cards given to each member: "A. I've got some apples. (to B) Have you got any apples? B. No, I haven't got any apples. I've got some trees. (to C) Have you got any trees?" etc. The technique and the cards are usable at most stages of foreign language learning. GB (R)

944. THE PENDULUM SWINGS: A CRITIQUE OF "ONE-APPROACH" METHODS by Oliver T. MYERS, Department of Spanish and Classics, University of California, Davis, California 95616, in Hispania, May 1965, Vol. XLVIII, No. 2, pp. 316-318.

This note brings out some observations on a possible trend in high school preparation in Spanish, an increase in the number of students whose reading skills are not on a par with their aural skills. These observations are based in part on results in Spanish Placement Examinations given to entering freshmen on the Davis campus of the University of California. Whereas almost no students now are placed in a lower college grade than expected solely on their aural comprehension scores, an increasing number seem to be placing in lower courses because of poor reading alone. Such students typically describe their high school courses as lacking in mature reading assignments. OTM

945. LANGUAGE CAMPS—NEW DIRECTIONS AND DIMENSIONS IN FOREIGN LANGUAGE LEARNING by Concordia College Language Camps, Moorhead, Minnesota, October 1964.

In this booklet we propose that the language camps concept can provide an outstanding educational environment for learning a foreign language. It provides an atmosphere which is the next closest thing to living in the foreign culture itself and thus plays an important role in motivating boys and girls. This report also suggests that teacher education is well served when college students, serving as counselors, become acquainted with different age groups and have experience working with them under a master teacher. This report lists desirable facilities and describes administrative procedures; illustrates organizational structure, defines staff positions and lists responsibilities. Sample administrative forms are included. Activities typical in a language camp are described, and sample schedules are shown.

946. FOREIGN LANGUAGE CUMULATIVE REPORT FORM by Mary DU FORT and Karl SCHEVILL, Tolman Hall, University of California, Berkeley 4, California, in *The California Journal for Instructional Improvement*, December 1964, Vol. VII, No. 4, pp. 16-27.

In this article we brought forth the need for the recording of student progress in foreign language work. We then explained step-by-step, a cumulative report which we devised for such record keeping. The form allows notation of basic student information (name, school/s, date of instruction, language studied, etc.); materials used (basic and supplementary); grades received in four skills, plus related work (listening, speaking, reading, writing, and cultural understanding); teacher comments (special difficulties of the student, tests administered and their scores, etc.). We suggest this form be used as a model and revised to meet specific needs of individual school districts. MD, KS

947. FOREIGN LANGUAGES EVERYWHERE by Minnie M. MILLER, Kansas State Teachers College, Emporia, Kansas 66802, in *Journal of the American Association of University Women*, October 1964, Vol. LVIII, No. 1, pp. 33-35.

This study was made from the results of a questionnaire sent to associations of the International Federation of University Women. While bilingualism is found in the United States, some other countries may have more complicated problems. In Uganda children in the same school may speak a variety of languages at home so Kiswahili or another African language is taught so they may communicate, and later English is learned for cultural and commercial purposes. Effective agents for language and culture all over the world are the Alliance Française, the British Union, and the American Binational Centers. In the United States the National Defense Education Act of 1958 provided for Institutes for high-school language teachers and for fellowships in 58 different languages of which Arabic, Chinese, Hindi-Urdu, Japanese, Brazilian Portuguese, Russian, and Spanish are considered of critical importance. High school students of foreign languages grew from 14.2 per cent in 1954 to 31.8 per cent in 1962, and elementary school programs of language are increasing. Shortage of qualified teachers remains critical. MMM

948. THE AUDIO-LINGUAL APPROACH AND THE SPANISH-SPEAKING STUDENT by Alonso M. PERALES, Rhodes Junior High School, San Antonio, Texas 78212, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 99-102.

In this article I say that while many school districts are adopting the audio-lingual approach in teaching Spanish, certain perplexing problems have developed in schools with large numbers of Spanish-speaking students. The language difficulties of these students are strikingly different from those of their monolingual schoolmates. I analyse and classify these language difficulties into three problem areas and proceed to show that the desired end can be achieved through the use of the audio-lingual approach. However, available materials have been specifically prepared for the monolingual student and the needs of the Spanish-speaking student have been completely ignored. It has been necessary for teachers working with these students to devise their own materials. I give an example of an improvised dialogue prepared specifically to cover the three problem areas mentioned, and show how this is utilized in my Spanish classes composed entirely of Spanish-speaking students. AMP

949. THE WELL QUALIFIED FOREIGN LANGUAGE TEACHER by Harold M. ROWE, Department of Education, University of Queensland, St. Lucia, Brisbane, Queensland, Australia, in Babel, April 1965 (New Series), Vol. I, No. 1, pp. 13-15.

In this article I draw attention to the fact that in these days of acute teacher shortage, many teachers of foreign languages are not sufficiently, if at all, qualified to teach their subject. These include university graduates who are not always fluent or accurate in the foreign language. In Australia, too few teachers are able to handle the audio-lingual and cultural aspects of language teaching. I advocate that the foreign language teacher, regardless of what skill he considers the most important, must be proficient in all four language skills, particularly if he is to be able to capitalize on any situation which might arise in the classroom. As an appropriate yardstick for teachers' qualifications, I suggest the MLA statement "Qualifications for Secondary School Teachers of Modern Languages" (appended to article). HMR

950. THE ABC'S OF LANGUAGES AND LINGUISTICS by Jacob ORNSTEIN and William W. GAGE, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007, and Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036, published by Chilton Books, Philadelphia, Pennsylvania, 1964, pp. xiii-205.

In this book we give a popularised account of a variety of topics about language, trying to relate them to the point of view of linguistics. Commonly raised questions such as the origin of speech and the possibilities for a world language are treated, but the less usual subject of the political impact of language rivalries receives more attention. One feature included is a 16-page alphabetical listing of 273 of the world's most important languages with location and approximate number of speakers. We introduce some basic concepts of structural linguistics and tell of its expanding role in the language field. We conclude by discussing the problems of meeting this country's needs for increased foreign-language competence—for more people, to a higher degree, in a wider variety of languages. JO, WWG

951. STYLISTIC ANALYSIS: REPORT ON THE FIRST YEAR OF RESEARCH by Sally Y. SEDELOW, St. Louis University, St. Louis, Missouri, in SDC document TM-1908/100/00, March 1, 1963, 105 pages.

The research under this project is directed toward the development of an automated system for performing stylistic analysis, i.e., the recognition of patterns formed in the process of linguistic encoding of information. The work has so far been concentrated on the development of a self-adapting thesaurus-construction program (VIA, or Verbally Indexed Associations), which delineates word-association patterns and organizing ideas, or concepts, within a given data base. The program system is described in terms of its three main sections: Initial Sort and Index; Alphabetic Sort and Examination of Input Text for Words with Common Root; and Thesaurus Construction and Printout. Indications are given of the directions that further research should take, based on what has already been achieved. Since some portions of these programs may be of value to other researchers dealing with similar problems, Section Two of the report contains explicit and thorough documentation of the system programs. Expanded verbal descriptions of the program subsystems are provided, as well as flow charts, program listings, and examples of the program output. SYS (Information Office of the Research and Technology Division, System Development Corporation, 2500 Colorado Avenue, Santa Monica, California).

952. SOME PARAMETERS FOR COMPUTATIONAL STYLISTICS: COMPUTER AIDS TO THE USE OF TRADITIONAL CATEGORIES IN STYLISTIC ANALYSIS by Sally Y. SEDELOW, St. Louis University, St. Louis, Missouri, in *Proceedings of the Literary Data Processing Conference* (Yorktown Heights: IBM, 1964, pp. 211-223).

"Computational stylistics" refers to the use of computers for a rigorous description and analysis of stylistic attributes of text. Literary scholars will find the computer a valuable aid in solving problems of literary "detection" (authorship and dating) and problems of style (discerning and clarifying stylistic characteristics). Currently, two computer programs to help achieve these goals are in preparation. One program, MAPTEXT, is intended to locate stylistic parameters and make them precise. The other program, VIA (Verbally Indexed Associations), is directed toward the analysis of literature for theme; in addition to discovering themes, VIA will indicate their relative dominance. SYS (for availability, see abstract 951).

953. PROBLEMS OF TEACHING FRENCH IN AUSTRALIA by David BANCROFT, Department of French, University of New England, Armidale, New South Wales, Australia, in *Babel*, April 1963 (New Series), Vol. I, No. 1, pp. 17-21.

In this article I stressed that any teacher who has taught modern languages successfully will insist that even the dullest mind of the most ordinary child will respond to the challenge difficulty creates. I challenged the value of the extreme oral-aural approach in learning French in Australia. The teacher of French in Australia has insufficient training to cope satisfactorily with modern methods. Schools must give a good basic knowledge of grammar and syntax; encourage wide reading (and not only in French); develop simple conversation. The modern language teacher must assume the responsibility for teaching much English grammar. No system will ever work which relies almost exclusively on an oral facility and conversational agility which most teachers in this country, even graduate teachers, do not possess. DB

954. FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, Bulletin No. 305, by the State Advisory Committee for FLES, State of Indiana, Department of Public Instruction, 227 State House, Indianapolis, Indiana 46204, 1964.

In the last ten years, experience has led to some very generally accepted FLES fundamentals: desirable aims and objectives; best teaching procedures to attain them; the most effective types of instructional programs; the most successful kinds of teaching materials. This booklet endeavors to present FLES principles succinctly and to offer suggestions for initiating or continuing a FLES program. It especially addresses itself to the crucial problem posed by the shortage of qualified FLES teachers, and it offers a selective list of references for further information and of available teaching materials.

955. A PROGNOSIS TEST FOR SPANISH by Willis Knapp JONES, Emeritus, Miami University, 320 E. Vine, Oxford, Ohio 45056, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 104-109.

In this article I offer a way of forecasting the probable success of students of Spanish, a test that can be adapted for other languages by rewriting Part 3. Traits necessary for success, like ability to memorize words, to guess intelligently at the meaning of new vocabulary, to find and interpret cognates, to understand and follow rules and instruction, and an acquaintance with (English) grammar and usage, are evaluated by a series of tests. Answers and discussion of its application and reasons for failure to prognosticate completely, omitted in this article, are to be found in Mastering Spanish, A Handbook for Teachers and Students, Portland, Maine: J. Weston Walch, 1965. WKJ

956. FOREIGN LANGUAGES—THE UNPOPULAR SIDE by A. M. WITHERS, Concord College, Athens, West Virginia, in The Educational Forum, April 1964.

In this article I assert that the overweening emphasis on immediate and constant speaking of a foreign language (the present audio-lingual ballyhoo) as the open sesame to its literature, and all the rest that's good, is ridiculously absurd. This despite the government's natural desire to equip our youth over-night bilingually, its official dogma to that end, and the millions being spent for the purpose. That this is eternally true was demonstrated conclusively, word for word, seventy years ago (See the Report of the Committee of Twelve, D. C. Heath). We are wasting time. No language yields except primarily to much reading and translation. The process is intellectual. "Make haste slowly" still operates, and always will. AMW

957. LANGUAGE AND THOUGHT by John B. CARROLL, Graduate School of Education, Harvard University, Cambridge, Massachusetts 02138. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964. Paperback, $1.50; Cloth, $3.95.

In this book I present a sketch of the psychology of language, for use in undergraduate courses in psychology. Chapter 1: Language and communication. Chapter 2: The nature of language (a sketch of linguistic science). Chapter 3: The learning of language (language development in the child; meaning; second-language learning). Chapter 4: Aspects of language behavior (the construction and understanding of utterances; statistical analysis of language; reading). Chapter 5: Individual differences in language behavior. Chapter 6: Cognition and thinking. Chapter 7: Language and cognition. Includes list of selective readings and index. JBC

958. A NEW FOCUS ON THE BILINGUAL CHILD by Theodore ANDERSSON, Romance Languages, University of Texas, Austin, Texas 78712, in The Modern Language Journal, March 1965, Vol. XLIX, No. 3, pp. 156-160.

In this paper I propose a new emphasis which I believe we must bring to the teaching of languages spoken by our minority groups, especially Spanish in the Southwest and around New York. Joshua Fishman estimates that we have some 19 million speakers of European languages other than English, including: Italian, 3½ million plus; Spanish, 3½ million minus; German, 3 million; Polish, 2 million plus; and French, 1 million. These resources, now largely neglected, can be tapped, to the benefit of the mental health of our ethnic groups and to the benefit of our ability to communicate with other nations. Among the reforms I propose are: encourage Spanish-speaking children to speak Spanish on the school playground, hire more qualified Spanish-speaking teachers of Spanish, increase bilingual instruction from the early grades, prepare teachers especially qualified for this task, educate parents as well as children. TA

959. IT'S TIME TO JOIN FORCES by Elton HOCKING, Purdue University, Lafayette, Indiana, in Audiovisual Instruction, November 1962, Vol. VII, No. 9, pp. 642-643.

I deplore the fact that visuals are generally not used, despite their availability, in FL teaching, teacher education, or even teacher re-education as practiced in the NDEA Institutes. This results primarily from the bookish tradition of the FL profession, reinforced by the prevalent doctrine of language as a purely acoustical phenomenon. The audiolingual method is therefore audio, but seldom visual. I call attention to the integrated visuals provided in recent courses for students, and suggest that teacher education could profit from A-V programing of certain parts of the Institute programs. Finally, I urge that A-V specialists should volunteer to help the FL profession to make good use of A-V theory and the excellent new visuals which are becoming increasingly available. EH

960. THE BILINGUAL MEXICAN-AMERICAN AS A POTENTIAL TEACHER OF SPANISH by John P. WONDER, Department of Modern Languages, University of the Pacific, Stockton, California 95204, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 97-98.

In this article I report on our experience with a pilot group of Mexican-American bilinguals in an NDEA summer institute. The bilingual group responded enthusiastically, made rapid progress, and, in general, contributed in a number of ways, both tangible and intangible, to the esprit of the Institute. This experience argues in favor of the serious recruitment of the Mexican-American to aid in solving the impending teacher shortage which will surely arise when foreign languages are made compulsory in California in grades 6-8. A failure in the California program caused by teachers with insufficient proficiency in Spanish will tarnish the reputation of foreign-language instruction everywhere and at all levels. JPW

961. LES MACHINES À ENSEIGNER ET LES PROGRAMMES by François RÉQUÉDAT, 26 rue de la Chaise, Paris 7ème, in Le Français dans le Monde, September 1964, No. 27, pp. 39-42.

In this article written in French for teachers of French as a second language, I explain what programmed instruction is, and try to find in what way it can serve second language teaching. Therefore, the greater part of the study deals with the characteristics of the main types of programmes (linear and branching) and the simplest devices used to present them (boxes and scrambled books) illustrated by already existing machines and parts of programmes, some of them under experiment in France. Two questions are asked as a conclusion: How can a machine, however elaborate, efficiently correct faulty pronunciation? What use can a programme be as soon as the student needs more freedom in order to really express himself beyond the guided performance of pattern drills? It is thought that the answers to these questions have not been satisfactorily answered thus far. FR

962. A REPORT ON THE STATUS OF FLES INSTRUCTION IN TEXAS by Elizabeth A. BATES, Department of Romance Languages, University of Texas, Austin, Texas 78712, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 122-124.

This article reports on a survey study of the status of FLES in Texas using as the sampling the 282 public school systems whose high schools or colleges are members of the Southern Association of Colleges and Secondary Schools. Spanish, with a total of 53 programs, was found to be the only foreign language taught to any extent in the state. Grade three was found to be the most popular grade for initiating FLES study in Texas schools. Among the important factors in the development of the programs have been continuity, availability of qualified teachers, and adequacy of contact time. EAB

963. MEASUREMENT, INTERPRETATION AND EVALUATION—TV FLES: ITEM ANALYSIS IN TEST INSTRUMENTS by John MC ARTHUR, Detroit Public Schools, Department of Educational Broadcasting, Detroit 6, Michigan, in The Modern Language Journal, April 1965, Vol. XLIX, No. 4, pp. 217-219.

This article describes, in layman's terms, the use of the item analysis technique in developing student tests for elementary Spanish taught with the aid of television. The description includes administering the test to 10,000 students via television, the drawing of the random sample, and a step by step application of the item analysis technique to the responses of the random sample. Charts and pictures are carefully used to aid comprehension. The intuitive method employed by most teachers in developing tests leaves much to be desired. Item analysis is easy to use, requiring routine knowledge and skill, and it provides a degree of quality control so needed in education today. JM

964. ORAL OBJECTIVE TESTING IN THE CLASSROOM by Rebecca M. VALETTE, Wellesley College, Wellesley, Massachusetts 02181, in The German Quarterly, March 1965, Vol. XXXVIII, No. 2, pp. 179-187.

In this article I discuss multiple-choice listening tests which may be given in the classroom and, in many instances, in the language laboratory. The article describes the preparation of an answer sheet, how to give the test and how to write the items. The eighteen items presented in German offer a generous sampling of the many areas of language learning which can be effectively and easily tested during a three-minute quiz. RMV

965. FLES IN SPAIN by Leonor A. LAREW, State University College, Geneseo, New York 14454, in *Hispania*, March 1965, Vol. XLVIII, No. 1, pp. 120-122.

In this article I explain the Spanish program of the Military Dependents' Elementary Schools in Spain. Spanish is taught by native Spanish teachers in approximately fifty schools attended by American children. The program in Madrid has been in operation for ten years. It was my pleasure to interview one of the Spanish teachers and to correspond with another. Despite what most would consider ideal conditions, I learned that only about 3% of the students turn out to be bilingual; about half of the parents are unaware of the unique opportunity their children have to learn a foreign language. One of the problems that still needs to be solved is to convince the Administration that Spanish should be given as much importance on the school curriculum as any other subject. The teachers resent the fact that it is considered a frill. LAL

966. ENRICHING THE AUDIO-LINGUAL ACTIVITY IN THE CLASSROOM by Chris N. NACCI, Department of Modern Languages, University of Akron, Akron, Ohio 44304, in *Hispania*, March 1965, Vol. XLVIII, No. 1, pp. 109-114.

In this article I describe a classroom activity of up to 165 questions on civilization and culture asked and answered orally in complete sentences in Spanish in 50 minutes; or up to 10,000 from the 25th through the 54th class hour. In Part A, 5-10 questions start with *¿Sabe (Sabía) vd. que* (or *tú* forms) followed by specific content. The student answers: *Sé (Sabía, No sabía) que* plus the given information and speech patterns. In B, the same *content is* asked with subject-predicate inversion. In C, D, and E, this content is asked with different word order, with different key words missing, and with: *¿Cómo?* *¿Cuál?* *¿Cuántos?* *¿Qué?* *¿Dónde?* *¿Verdad?* *¿Cree(s)?* *¿Es verdad que?* *¿Por qué?* etc. Finally, the questions apply to the student's *own evaluation and humor*, as: *¿Le gustaría?* *¿Tiene (Es)(Estima) vd.?* etc. I detail the multiple approach and response activity that precedes, the testing media, and the subsequent non-directed conversational performance based on reading. CNN

967. THE BEST OF BOTH WORLDS by Norman P. SACKS, Bascom Hall, University of Wisconsin, Madison, Wisconsin, in *Hispania*, March 1965, Vol. XLVIII, No. 1, pp. 82-83.

In this article I deal with the question of "middle-of-the-road" and "extremist" approaches to language pedagogy, and raise several questions: Is there a basis for differentiation among normative reference grammars? What do we mean by "extremism," "traditional," "moderation," and "middle-of-the-road" when applied to language methodology? Does the audio-lingual method have useful antecedents? What do excellent students who are said to learn by any method or in spite of the method *really* learn? Is "extremism" in language methodology a virtue, a vice, or an issue? One need not be a theologian to know that Heaven is Heaven and Hell is Hell, but the product of both is not *Terra firma*. NPS

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968. THE CONSEQUENCES OF PRUDENT AFFLUENCE by Kenneth W. MILDENBERGER, Modern Language Association, 4 Washington Place, New York, New York 10003, in The Modern Language Journal, October 1965, pp. 349-353.

In this paper I discuss many tangible evidences of the increase and popularity of modern foreign language study. But the profession also needs to address itself frankly and energetically to the problem of content and intellectual objectives, and special NDEA institutes should be developed to help teachers deal with substantive matters in the classroom. Language teachers have a responsibility to exercise a conscience about American education in a larger sense. The tradition of Western Man is surely one of their central concerns, and the dwindling of Latin and the classics is profoundly relevant, disturbing, perhaps even sinister. KWM

968A. LANGUAGE TEACHING AND LITERATURE by Jack M. STEIN, Boylston Hall, Harvard University, Cambridge, Massachusetts, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 436-439.

In this brief article I argue the appropriateness and advantage of the audio-lingual method over the traditional approach as preparation for later study of literature, and, in particular, as the groundwork for an Advanced Placement class in secondary schools. The objections of conservative language teachers are discussed, as well as occasional objections to Advanced Placement by audio-lingual proponents. JMS

"Keep abreast to Stay ahead"

969. CASTING OUT DEVILS by Elton HOCKING, Coulter Hall, Purdue University, Lafayette, Indiana 47907, in NEA Journal, January 1965, Vol. LIV, No. 1, pp. 12-14.

In this article I identify the pre-war evils or devils which our profession has finally exorcized: the deaf-and-dumb method, the grammar-discipline syndrome, the tradition of too little and too late, and finally, the snobbishness of elitism. "No longer an elite, FL students are becoming a cross-section of their age group....General education is no longer monolingual." Retrained teachers, language laboratories and modern methods have made a place for cultural materials, which are increasingly available in audiovisual form. Intercultural studies are urged by the Northeast Conference but discouraged by the influence of the Advanced Placement Program, which "may prove to be calamitous because of its retroactive influence on lower courses." However, the center of gravity has shifted. By the very weight of numbers "the teaching of FLs, as such, is becoming the province of the schools, elementary and secondary, rather than of higher education." With nine-tenths of all FL enrollments, and with the many new resources available, the schools themselves may well determine the new directions. EH

970. TELEPHONIC INSTRUCTION: FRENCH CONVERSATION AND LITERATURE by Madeleine COUTANT and William JASSEY, published by The Village Printer, Laurens, New York, 1964, 80 pages.

In this project report, we examine the use of the telephone as an electronic aid in teaching audio-lingual skills through selected literature. We find that telephonic communication links the classroom to the social milieu. It provides for "faculty and community resources" as well as "the kind of team-teaching wherein the team is composed of various master teachers and specialists." Telephone teaching coupled with live classroom teaching fits the scope of language learning for social communication. Ten patterns for telephonic instruction provide for greater flexibility in programing live audio-resources for "excitement through recognitive multi-responses" among the pupils and the telephone teacher. The findings suggest that we should be looking forward to "an era of great mutual understandings as the different cultures of the world 'call in' to participate in the diffusion of the world's best ideas and highest aspirations."

971. TELECOMMUNICATION IN FL INSTRUCTION by J. Michael MOORE, San Diego City Schools, San Diego, California 92103, in Audiovisual Instruction, October 1965.

In this report I call attention to telecommunication as enrichment to foreign language instruction by describing a San Diego experiment conducted in co-operation with the Pacific Telephone Company's "Hello Around the World" program, and the Bonn Government. Vice-Chancellor Dr. Erich Mende was interviewed live in the auditorium of the schools' Education Center before the most advanced German students and invited guests via "speaker-phone" equipment. Students asked Dr. Mende questions in German while district-prepared slides were flashed on the screen along with the questions (e.g., the Berlin Wall, divided Germany, etc.). The fifteen-minute interview was taped simultaneously and interpreted immediately for the non-German speaking audience. On the other side of the Atlantic, the North-West German network carried the entire production. JMM

972. METHODIK DES DEUTSCHUNTERRICHTS by Robert ULSHÖFER, Klett-Verlag, Stuttgart, in three volumes: Vol. 1, 1964 (2nd ed.), Vol. 2, 1953 (6th ed.), Vol. 3, 1957 (4th ed.).

In these books I present the first comprehensive and concrete methodology of "Deutschunterricht." I derive a new model-concept of instruction from a theory of vernacular schooling and from an analysis of the student's growth and development. German instruction is made pleasant, challenging, and successful. A number of classroom examples illustrate the procedures. The principle: "Unterricht als Regieführung" means the teacher is the model in all language activities. He makes his students active collaborators; he is the stage director, his students are the actors. The students are guided toward creative individual and team work of their own, e.g., projects running approximately two weeks leading to a "book" of fables, short stories, spring poems, portraits of men, or to a radio play that was based on a prose text. Closely connected with these creative activities are readings and interpretations of literary texts. Experience in German classrooms has shown the effectiveness of the selectively described approaches for vernacular instruction as well as for instruction in foreign languages. RU

973. AUDIO-VISUAL RESOURCES FOR THE TEACHING OF FOREIGN LANGUAGES AT THE USAF ACADEMY, COLORADO by Colonel Alfonse R. MIELE and Major H. B. HITCHENS, Jr., in Department of Foreign Languages, Instructor Guide, USAF Academy, Colorado, n.d., pp. 45-47.

In this article we explain how a full range of audio-visual resources is being employed in the language learning process at the Air Force Academy. We discuss how the use of various objects in the classrooms has been refined by printing half-tone pictures of these objects in students' workbooks, thus providing an image-recall factor. The Academy combines the sound and sight stimuli by the employment of closed-circuit TV facilities. The audio-lingual instructions are accomplished by two 30-position multi-purpose recording labs. These aids are reinforced by the use of exchange instructors from abroad, as well as summer field trips to Europe, South America and the Far East. The Academy's language teaching methodology is then postulated upon a tested rationale that a multi-sensory approach in managing students' environment yields greater effectiveness with groups of heterogenous individuals than reliance on a single learning method. Thus, AFA language teaching has become not merely audio-lingual but audio-lingual-visual. ARM, HBH

974. AATSP COMMITTEE REPORT ON ARTICULATION IN ILLINOIS: REPORT OF THE ELEMENTARY LEVEL by Violet BERGQUIST, Evanston Township High School, Evanston, Illinois, in Hispania, May 1965, Vol. XLVIII, No. 2, pp. 306-308.

In this report I have reported the results of questionnaires which were sent to the major junior high school and elementary school districts in the state of Illinois; most of the systems reporting indicated the existence of a foreign language program as an elective and 20% had well developed required foreign language programs five times per week, 40 minutes per day. The FLES enrollments in Illinois are as follows: 66,927 in French; 45,743 in Spanish; 4,431 in German; and 2,990 in Latin, Russian, etc. The chief problems are the great variation in teacher qualifications; the variation of programs or courses of study from district to district, and sometimes from school to school within a district; the placement of the junior high school pupils in the high school program assuring continued study; and the need for supervision at the FLES level. VB

975. NEW TRENDS IN MODERN LANGUAGE STUDIES by E. KOUTAISSOFF, Centre for Russian and East European Studies, University of Birmingham, in *Modern Languages*, September 1965, Vol. XLVI, No. 3, pp. 112-115.

In this article I list modern language courses available in the newly founded universities, e.g., Sussex, East Anglia, Essex and York, and the Colleges of Advanced Technology, which are achieving university status. In these institutions an endeavor is made to combine the study of modern languages with a wide variety of disciplines, such as history, economics, physical science, and technology. The aim is to give students a broader understanding of civilizations and also to train them in the use oflanguages. Reference is made to the courses in Russian language and Soviet economics in Birmingham and to the *Diplôme d'études littéraires pratiques* recently introduced in France. EK

976. MEMORY SPAN AS A FACTOR IN SECOND LANGUAGE LEARNING by Robert LADO, Georgetown University, Washington, D.C. 20007, in *IRAL*, 1965, Vol. III, No. 2, pp. 123-129.

This article summarizes a series of studies on memory span in the native and a foreign language. Memory span was measured in digits or words that could be repeated immediately after one hearing. Lado found shorter memory spans for digits in the foreign language. Loe confirmed the shorter memory spans and found that grammatical problems in the foreign language were a factor. St. Jacques found that pronunciation problems also contributed to the shorter spans in the foreign language. Blind college students tested by Doherty showed the same shorter spans with digits in the foreign language. Memory span should be considered in preparing materials for oral practice. RL

977. CONSERVING OUR LINGUISTIC RESOURCES by A. Bruce GAARDER, United States Office of Education, Washington, D.C. 20202, in *PMLA*, May 1965, Vol. LXXX, No. 2, pp. 19-23.

I point out the anomalies in our generally unformulated national foreign language policy which result in deterioration or destruction of the non-English language competence of millions of children in our schools who have a mother tongue other than English. I show the pattern and skewed premises of much "educational research" in the field of bilingualism. Finally, I point out some recent signs of willingness among school people to change our educational policy regarding non-English languages and make them assets in the lives of those who speak them, rather than liabilities. ABG

978. ON DESIGNING AN UNDERGRADUATE RUSSIAN PROGRAM by Orrin FRINK, Department of Modern Languages, Ohio University, Athens, Ohio 45701, in *The Modern Language Journal*, January 1965, Vol. XLIX, No. 1, pp. 32-35.

In this article I point out the traditional distinction maintained between the study of language and literature in some of the older graduate Slavic departments, and the tendency to continue this distinction in newer programs; a point not stressed by the McAllister Report. I suggest three peripheral courses for the *undergraduate* Russian program of at least one semester each: a) *The History of the Russian* Language, b) Scientific Russian, and c) Survey of Russian Literature in Translation. OF

979. THE DECADE AHEAD by Elton HOCKING, Purdue University, Lafayette, Indiana 47907, in Modern Language Journal, January 1964, Vol. XLVIII, No. 1, pp. 3-6.

In this article I review the recent enrollment statistics and the projected figures for enrollments and teacher recruitment in the decade ahead. Conclusion: "We need to double the present number of FL teachers in the next few years." Since this will be impossible, we must multiply the effectiveness of our teaching by making intelligent use of the resources which have recently become available: (1) large group instruction for the imparting of information; (2) television or film for delivering such lectures by experts, and for the presenting of cultural materials filmed abroad; (3) the language laboratory, several hours per week, for linguistic practice (which need not be dull) and for the integrated visual materials which have recently become available; (4) programmed instruction (the natural development of the language lab) which frees students from lockstep learning and enables us to devote our time to true teaching in small homogeneous groups. EH

980. ARTICULATION AT THE UNIVERSITY LEVEL by José SÁNCHEZ, Department of Spanish, University of Illinois at Chicago Circle, P.O. Box 4348, Chicago, Illinois 60680, in Hispania, May 1965, Vol. XLVIII, No. 2, pp. 309-311.

A survey of all Illinois colleges resulted in replies from 25. Approximately 75% of the colleges replying indicated that a foreign language was required for entrance as well as for graduation, although the number of hours for the latter differed greatly. Texts used were numerous, but about 28% of the colleges used MLA's Modern Spanish. Almost 90% of the schools had a language laboratory, but attendance was not compulsory in about 1/3 of these. Tapes used were also of a varied nature. Greatest inconsistency showed up in the administration of placement and proficiency tests and in the general placement of students. Only one school out of 25 indicated use of graduate assistants. Ranks of instructors ranged from B.S. or B.A. to Ph.D., with a slightly higher proportion among those holding Masters or Ph.D. degrees. JS

981. A NEGLECTED CLASSIC by Richard BARRUTIA, University of California, Irvine, California 92650, in International Review of Applied Linguistics in Language Teaching, Vol. III, No. 1, 1965, pp. 63-75.

In this article I review The Scientific Study and Teaching of Languages by Harold E. Palmer who, as early as 1917, described succinctly all of the most advanced linguistically-oriented methods we are using in our classrooms today and also foreshadowed generative and transformational trends just beginning to gain currency. We can only regret the cleavage between theory and practice that presumably condemned this book to obscurity. Palmer had a vision of a whole grammar reduced to the mathematical formulae necessary to produce the permitted strings of that language. The major requirements of formality, explicitness, and as much completeness and simplicity as are possible were observed to a marked degree in his French grammar. This article includes Palmer's original charts, formulae, and catalogue. It is only hoped that skeptics will study Palmer's book and let his surprisingly modern linguistic theory and system speak for itself. RB

982. LINGUISTICS AND APHASIA by Anita M. PINCAS, English Department, University of Sydney, Australia, in The Journal of the Speech Therapy Association of Australasia, June 1965, Vol. XV, No. 1, pp. 1-10.

In this article I show how speech therapists could fulfill their potential as linguistic students of aphasic problems and how linguists could aid in the diagnosis, analysis, and rehabilitation of speech pathologies. Current literature is dominated by psychological approaches, unblemished by linguistic expertise, and, therefore, largely useless. I compare current psychological methods of classifying linguistic disturbances with some hypothetical linguistic classifications, and show how these could aid the doctor and the therapist. Further, I compare current methods of re-training aphasics with the chief principles of foreign and native language teaching as developed in the last few decades and show how patients' progress could be accelerated and improved. My main general contention is that the study of aphasia lacks system which linguistic insights could most fruitfully provide. AMP

983. TEACHING THE BILINGUAL CHILD: RESEARCH, DEVELOPMENT, AND POLICY by A. Bruce GAARDER, United States Office of Education, Washington, D.C. 20202, in The Modern Language Journal, March 1965, Vol. XLIX, No. 3, pp. 165-175.

In this article I attempt to formulate a new policy for the education of American children who have a mother tongue other than English. Essentially, the policy is that optimum development of such children calls for better teaching of English and for a radically new attitude toward the non-English mother tongue, along with programs in grades 1-12 leading to strong literacy in that tongue broadly based on all of the school curriculum. The chief features of such programs are: (1) fluent, educated non-English mother tongue teachers; (2) specialized teaching materials; and (3) the use of the tongue as a medium of instruction. The article suggests the need for specific activity along three lines: research, school program development, and educational policy, and it gives examples and tentative guidelines for each. ABG

984. THE ACCULTURATION OF THE BILINGUAL CHILD by Chester C. CHRISTIAN, Jr., Texas Western College (on leave), El Paso, Texas; address for 1965-66, 3810 Bailey Lane, Austin, Texas, in The Modern Language Journal, March 1965, Vol. XLIX, No. 3, pp. 160-165.

In this article I say that in the process of acquiring the values of the larger U. S. culture, the bilingual child loses many of his potentialities as a human being, and our society loses whatever unique contribution he might have made through a more complete development of his original linguistic and cultural background. I give evidence that the United States government is becoming aware of this situation and is willing to create and to promote policies to remedy it, but point out that the changes which seem to be desirable must occur, by and large, through local changes in educational systems and policies. CCC

985. LANGUAGE TRAINING: NO WAY OUT FOR BUSINESS? by Mark FRIEDMAN, IBM World Trade Corporation, 821 U.N. Plaza, New York, New York 10017, in Training in Business and Industry, July-August 1965, Vol. II, No. 4.

In this article I say that linguistically uninformed language teaching is anachronistic, particularly in teaching adults and, hence, in business. Government and the universities have the facilities for applying advanced teaching methods. Business depends mostly on commercially provided instruction, without regard for methodological shortcomings. Business educators need a better understanding of the language learning process, to know what can and cannot be achieved, and of method, to know how it can be done. Once that understanding spreads, it is not unlikely that instruction offered commercially will respond in method and quality to a more discriminating demand. An alternative would be for the business community to pool its resources and create its own language teaching institution. MF

986. THE TEACHING OF COMPOSITION by William R. SLAGER, English Department, University of Utah, Salt Lake City, Utah, in The Florida FL Reporter, Spring 1965.

In this article I discussed specific ways in which composition could be controlled. If students learn to speak by imitating the teacher, they learn to write in the same way--by imitating models. Models (that is, readings that are to be used as models for composition) should be short and simple. They should also have careful organization, with clear and obvious topic sentences and transitions. Two detailed assignments are presented, one a summary of a model, the other a derived composition using a similar subject and an almost identical organization. The goal is not originality. Students at the intermediate level of FL learning are not yet ready to be original--in the fullest sense--and any emphasis on work that is entirely their own will lead to thinking in the native language and consequent word-by-word translation. WRS

987. TEACHING SYSTEMS AND TECHNICIAN ENGINEERS by F. Paul THOMSON, Language Laboratories, Inc., 39 Church Road, Watford, Hertfordshire, England, in Journal of the Institution of Electrical and Electronics Technician Engineers, July 1965, Vol. I, No. 1.

In this paper I draw attention to the burgeoning development of programmed learning by language laboratories and teaching machines, and the dependence of twentieth century education and training on education system engineering. It is necessary to commission engineers especially trained in educational theory, psychology, phonetics, acoustics, ergonomics, anthropometrics, cybernetics, audio-visual techniques, typography, and language laboratory techniques, to provide the expertise urgently needed for design and application of programmed learning systems, and to form a bridge between the non-technical background of the arts (language) teacher and these new devices of education. FPT

988. SENSE-IMPRESSION RESPONSES TO VERBAL AND PICTORIAL STIMULI by Wayne OTTO and Gwenyth BRITTON, School of Education, University of Wisconsin, 1015 West Johnson Street, Madison, Wisconsin 53706, in International Review of Applied Linguistics, January 1965, Vol. III, No. 1, pp. 31-36.

In this article we argue that limited research evidence and high face validity support the idea that pictorial representations of stimuli should evoke more sense-impression responses than do verbal representations. The study was an attempt to determine whether this idea would be supported by the data when selected stimuli were presented verbally and pictorially. Subjects--equal numbers of boys and girls in grades 8, 9, and 10--gave free associations to either verbal or pictorial representations of a list of 35 concrete nouns. Contrary to the expectation, verbal stimuli evoked more sense-impression associations than did pictorial stimuli. WO, GB

989. THE NATIONAL DEFENSE LANGUAGE INSTITUTES: A CRITICAL REPORT by Donald D. WALSH, 69 West 9th Street, New York, New York 10011, in PMLA, May 1965, Vol. LXXX, No. 2, pp. 33-36.

In this article I describe the evaluations of the 1963 and 1964 Institutes undertaken by the MLA. The Institutes are, with very few exceptions, outstandingly successful in retraining teachers of modern foreign languages. The report concludes: "Not all language teachers need retraining, and a sizeable number leave the profession each year because of retirement, marriage, or more lucrative careers. Our real concern should be their replacements, those who enter the profession, fresh from college or graduate school. If our language departments are doing an effective job of teacher training, the institute program can be gradually limited to periodic refresher programs in the language skills and in new techniques of language teaching. It should not have to continue retraining recently graduated teachers. This training responsibility lies with the foreign-language departments of our colleges and universities." DDW

990. THE FOREIGN LANGUAGE PROGRAM IN 1964 by Donald D. WALSH, 69 West 9th Street, New York, New York 10011, in PMLA, May 1965, Vol. LXXX, No. 2, pp. 29-32.

In this annual address I summarize the Program's contracts with the U. S. Office of Education: enrollment surveys in schools and colleges, entrance and degree requirements, histories of the teaching of Italian, Portuguese, and Russian, and a survey of NDEA Institute practices. A third form of the MLA Proficiency Tests was produced. Much attention was given to teacher training, through the MacAllister Report and through the Teacher Training Project under the direction of André Paquette. I noted a significant increase in college FL enrollments at the intermediate and advanced levels, the result of longer sequences and more effective language learning in the schools. DDW

991. THE FEARSOME FOREIGN LANGUAGE HOUR by Gertrude MOSKOWITZ, Ritter Hall, Temple University, Philadelphia 22, Pennsylvania 19122, in The French Review, May 1965, Vol. XXXVIII, No. 6, pp. 781-786.

Is the audio-lingual approach to foreign language increasing the sale of tranquilizers to college students? This article examines the unique features of the foreign language class which can cause students of all ranges of ability to fear the foreign language hour. Although directed at understanding the feelings of the college student, the conditions apply to all language learners as they find they must express themselves in another language. Recommendations are given for relieving the anxieties of students and for building confidence instead. Research indicates that the teaching patterns of the instructor influence the attitudes and achievement of students. Because of its built-in set of fears, foreign language may be the subject in which classroom climate and emotions of the learner are more crucial to success in learning than in most other areas. GM

992. DIE MESSUNG DER SEMANTISCHEN BEDEUTUNG by Hardi FISCHER, Swiss Federal Institute of Technology, Zurich, Switzerland, in IRAL, Vol. III, No. 2, pp. 137-148.

In this paper I give an experimental model for measuring semantic significance. The model is a meta-language wherein words constitute both the means and the objects of investigation. A method of evaluation with symbolic logic is introduced which permits the simultaneous measurement of two attributes and makes allowance for situational variability or semantic shifts. The proposed research model establishes core semantic structure by a method of iterative approximation analogous to that used in electronic calculators. This method may possibly correspond to human cerebral functions. HF

993. TAPE RECORDERS AND LANGUAGE LABORATORIES by Wilga M. RIVERS, Department of Modern Languages, Monash University, Clayton, Victoria, Australia, in The Secondary Teacher, March 1965, No. 103, pp. 23-39.

In this article for administrators and teachers unfamiliar with laboratories, I state that the laboratory is neither a "method" nor a teacher, and of great value only if teachers have acquired the techniques for using it effectively. I describe the types of laboratories available and give advice on problems of installation and organization, and the choosing of taped materials. I make suggestions for integrating lab work into the language teaching program, and for preparing lesson tapes of suitable length and variety of activity. I discuss the advisability of monitoring, recording all student responses, group versus library system, and the use of the laboratory at all levels. I duscuss fully the Keating and Lorge reports. Annotated reading list of six items is included. WMR

994. PROGRAMMES AND TEACHING MACHINES by R. M. JONES, Faculty of Education, University College of Wales, Aberystwyth, Wales, in Teacher in Wales, June 4, 1965, Vol. V, No. 18, pp. 21-24.

In this article I outline eight major characteristics of programming in an attempt at definition and description. A brief comparison is made between the transformation theory of recent linguistic analysis and the behaviorist transformation found in programmed development of a learner from an initial state to a final state. Examples of published and unpublished programmes are examined critically with suggestions for ensuring variety in compiling programmes. It is concluded: "Reflection on programming can quicken our ideas of grading materials and of devising methods of presentation and exercising." RMJ

995. SPANISH LANGUAGE INSTITUTES UNDER THE NATIONAL DEFENSE EDUCATION ACT by Robert G. MEAD, Jr., Department of Foreign Languages, University of Connecticut, Storrs, Connecticut 06268, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 83-88.

In this article I seek to give further publicity to the beneficial effects of NDEA on American education, particularly in the field of foreign language instruction. About a third of our public high school language teachers have now had the advantages of NDEA summer institute training since 1959 but there still exists considerable misunderstanding among teachers and the public as to the true nature and goals of an institute. In the program no one method of language instruction is imposed, but the audio-lingual approach is emphasized. A cultural island is created through immersion in the culture and constant use of the language which the participants teach. The newest instructional methods are discussed and shown in practice, the culture of the other nation is studied intensively and contrasts between it and American life are analyzed, the principles of applied and contrastive linguistics are demonstrated in both theory and practice, and out of this grows a spirit of working together toward a set of mutually accepted goals which unites the teacher-participants in an inspiring enterprise which few of them have experienced before. I express the hope that the benefits of these institutes will "be incorporated into the regular college and university work in languages" and so be of aid to language teachers at every level. RGM

996. C.S.E. EXAMINATIONS IN MODERN LANGUAGES by Paul C. WHITMORE, Sheldon Heath Comprehensive School, Birmingham 34, England, in Modern Languages, March 1965, Vol. XLVI, No. 1.

In this article I briefly outline the main features of the new examination, examine the syllabuses and specimen papers in modern languages of the Regional Boards and discuss the grading of the results. The most important aspects of the examination discussed in the article are the principle of teacher control of the examination, the recognition by the Boards of the value of oral work and their rejection of the translation from English into the foreign language as a test, and the difficulties associated with the awarding of pass grades. PCW

997. BEGEGNUNG MIT DICHTUNG IM UNTERRICHT, I and II by Maria Elisabeth HOHN, Paedagogische Hochschule Koblenz, Klett-Verlag, Stuttgart, Germany, 1964.

In these books I present interpretations of poems and prose grouped according to the principle of identical motifs. I also demonstrate the principle of concentration by repeated contacts with various German authors and with the "Kulturlandschaften" influencing their work. Vol. I provides suggestions for the foundations of literary appreciation by way of: children's rhymes, plays on words, songs, lyrical poetry, and ballads. Vol. II discusses "Kunstmärchen" and "Novellen" with a view toward human interdependence and mutual responsibility. Under the rubric "Begegnung mit Völkern," the principle of approaching poetry and prose on the basis of identical motifs is applied to contemporary works of various literatures. MEH

998. THE DIRECT VISUAL APPROACH IN MODERN LANGUAGE TEACHING by Hugh PROBYN, Lanchester College of Technology, Coventry, Warwickshire, England, in Visual Education, June 1965, pp. 11-12.

The student's poverty of ideas is clearly a major hurdle to be jumped if free development of live discussion is to take place profitably in a language class.... The implication of this is that it is the teacher's job to put concepts (not words alone) into the student mind.... The problem for solution then is simply how to implant concepts without resorting in the teaching process to over-use of the mother tongue.... Suppose you approach the construction of an audio-visual language course from the visual side.... The concepts to be worked with are first introduced pictorially. Then they are given verbal form. And all this happens in the laboratory. Subsequently, in the classroom, the teacher 'exploits' what has been done in the laboratory...until...the student can be allowed to talk freely. HP

999. GRAMMAR LEARNING AS INDUCTION by Renzo TITONE, Ateneo Salesiano, Via Monte Cervialto, Roma 1118, Italy, in International Journal of Applied Linguistics, 1965, Vol. III, No. 1, pp. 1-11.

In this article I have tried to outline the essential characteristics of grammar in second language learning. I have, first of all, defined a "teachable" grammar as a functional one based on the global act of communication and accounting for both the semantic and the affective or emotional aspects of language. Secondly, the process of teaching grammar is defined on the basis of the analogous process of grammar construction such as is taking place in the child. Although the process of learning the native language cannot be totally identified with the way a non-infant individual acquires a second language, it can be easily shown that even in the adult learner grammar acquisition follows an inductive process, i.e., by factual perception and successive generalization. This, I maintain, is to be considered the normal way, in the psychological sense, of acquiring grammatical mastery of any language: viz., from language practice to linguistic or grammatical awareness. RT

1000. THE LANGUAGE LABORATORY AND THE ELECTRONIC CLASSROOM by Samuel W. NEWMAN, Chairman, Language Department, South High School, Valley Stream, Long Island, New York, in Hispania, March 1965, Vol. XLVIII, No. 1, pp. 102-104.

In this article I point out that although the college student is well served by the language laboratory (individual recording device and permanent booth dividers), the high school student requires a convertible installation. The college student's maturity, attention span, and motivation make the recorder in his booth a profitable feature. He can learn from his errors as he rehears his lesson on his own tape. This "doubles" his laboratory time needs. The younger student ceases to profit after about twenty minutes of concentrated effort. Thereafter his booth should be convertible so that his class may proceed from the laboratory lesson to the live teacher-to-class lesson for the balance of the period. SWN

1001. LANGUAGE MADE PLAIN by Anthony BURGESS. Author is unavailable; quotation from text prepared by David C. Wigglesworth, ed., Linguistics Division, Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003.

In this book the author says: It is best to regard language as a growing corpus of words and structures which nobody can know entirely but upon which anyone can draw at any time. It is not just the sum total of what has been spoken and written; it is also what can be spoken and written. It is actual and potential. In another sense, it is a code, always ready for individual acts of encoding. The difficulty in linguistic study is a difficulty of balance. We have the language itself; we have the idiolect, or sum-total of any one person's linguistic actions and linguistic potential; we have the single speech-act. The general pulls one way and the particular another; the potential and the actual are hard to juggle with; language is seen as a warm and living thing and also as an abstraction. AB, DCW

1002. INSTRUCCION PROGRMADA - su aplicación en le enseñanza y el aprendizaje de idiomas extranjeros, by Ernesto ZIERER, Universidad Nacional de Trujillo, Trujillo, Peru. November 1964 (monograph).

In this monograph in Spanish I give a brief introduction to programmed instruction in its application to the teaching and learning of foreign languages. The first chapter deals with certain cybernetic principles underlying programmed instruction with special emphasis on information theory. In Chapter 2 a linear program is described as it may be used in a language laboratory with a special audio-vocal device called the "Voice-Master," which is a Japanese product. Chapter 3 gives examples of branched programs for second language learning. Chapter 5 considers a series of aspects referring to programming techniques. Several fundamental types of teaching machines are discussed in Chapter 6. Chapter 7 contains a critical approach to programmed instruction as such from the mere pedagogical point of view. Chapter 8 offers various hints regarding a successful application of programmed instruction in foreign language teaching. EZ

1003. MICRO-ANALYSIS OF SECOND-LANGUAGE LEARNING BEHAVIOR by Stanley M. SAPON, University of Rochester, Rochester, New York 14627, in International Journal of Applied Linguistics, May 1965, Vol. III, No. 2, pp. 131-136.

Linguistic analysis yields such discrete forms as "word" and "phoneme" that derive primarily from perceptual data. Yet a perceptually oriented analysis is not always congruent with teaching production. Two assumptions account for inefficiencies in FL programming: that speakers "build" utterances out of discrete units; that production draws on a discrete, rather than continuous, repertoire. A stay in a foreign country is sometimes more effective than a classroom, since reinforcement is contingent upon functional efficiency rather than linguistic exactness. Crucial to FL teaching is a micro-analysis of the behavior of the speaker rather than of the behavior of the listener. SMS

1004. THE ROLE OF WRITTEN EXERCISES IN AN AUDIO-LINGUAL PROGRAM by Laura CALVERT, University of New Mexico, Albuquerque, New Mexico, in Hispania, May 1965, Vol. XLVIII, No. 2, pp. 313-316.

In this article I have drawn a comparison between the audio-lingual Spanish classes in a university and similar classes in a Peace Corps training center. Generally, the Peace Corps trainees achieved a considerably better mastery of the language, although the number of hours per unit of material was, theoretically, almost the same. One of the principal differences was the fact that the Peace Corps teacher controlled all his students' contact time; the college classroom depended more on home study and on laboratory practice. One way to guide the student in his home study is to devise written exercises to be assigned after the material has been learned orally. These written materials should reinforce the grammatical principles and vocabulary already learned in oral practice. They are especially useful in practicing verb aspect, where context is the determining factor, and where memory span may limit oral performance. LC

1005. FOREIGN LANGUAGES by Howard Lee NOSTRAND, Department of Romance Languages, University of Washington, Seattle, Washington 98105, in The First Years in College: Preparing Students for a Successful College Career, ed. Harry N. Rivlin. Boston: Little, Brown and Company, 1965, pp. 277-300.

This chapter brings together the ideas and suggestions I have found most generally useful to college students, particularly when they have difficulty with a language. The two sections of the chapter are headed "Techniques for efficient learning" and "How to increase your motivation." Since high school students of languages face virtually the same problems, I have written with them in mind. Other chapters in the volume make it useful to refer students to in a school or college library, despite the price of $8.95. Henry Steele Commager has written on "The Nature and Study of History," Peter Odegard on "Political Science," Morris Shamos on "Physics," Wilbert McKeachie on "Psychology." HLN

1006. WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES by Mildred R. DONOGHUE, California State College, Fullerton, California 94631, in Hispania, September 1965, Vol. XLVIII, No. 3, pp. 555-558.

In this article I examine FLES research (reported in the United States during the last three years) in order to determine the effects of adding a second language to the curriculum of a monolingual school. The effects upon achievement in the basic subject areas in the elementary school were positive, as measured by standardized tests. The effects upon later achievement in high school were also positive. Gifted students enrolled in FLES were contrasted with peers who were not so enrolled, and were found to be better behaved and to rate higher scholastically than the non-FLES group. Finally, the addition of FLES helped participating students develop significantly more positive attitudes toward the peoples whose language they were studying. It can be concluded, therefore, that concern over the addition of a second language to the elementary curriculum is unwarranted according to research available at this time. MRD (R)

1007. AN ADVANCED PLACEMENT PROGRAM: ARE THREE YEARS ENOUGH? by Jack R. MOELLER, Oakland University, Rochester, Michigan, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 455-460.

In this article I suggest that because enrollment in fourth-year German classes is so limited, teachers might well consider preparing some of their exceptional students for the German Advanced Placement Examination in three years. I then describe one three-year high school program which has produced a number of successful Advanced Placement candidates. I evaluate the literary training of these candidates by comparing it to that received by students in a third year college introduction to literature course. I conclude that the college student in such a junior level German course will probably have read more German literature and will have a background knowledge of the related political, philosophical, and social issues which is greater than that of his high school counterpart, but that the college freshman with Advanced Placement training will, nevertheless, be able to participate in senior German literature courses because he will have acquired literary analysis skills rather than an accumulation of facts. JRM

1008. IN DEFENSE OF YIDDISH by Max ZELDNER, William Howard Taft High School, Bronx, New York 10457, in The Modern Language Journal, October 1965, Vol. XLIX, No. 6, pp. 370-371.

In this article I state that it is erroneous to consider Yiddish, as some do, a kind of bizarre, topsy-turvy, queer dialect. As a matter of fact, Yiddish, like Hebrew and Arabic, is written and read from right to left and is as old as some European languages. It is a modern, living language, with its own grammar, orthography, lexicography, and with a rich and varied literature. Yiddish developed from Middle High German; it was transformed and adapted by the Jews to their own religious and cultural needs, with the addition and assimilation of many Hebrew words and expressions. When transliterated into the Latin alphabet, Yiddish may be read, with limited comprehension, by anyone who knows German. Many Yiddish writers like Sholem Aleichem, Peretz, Asch, Bashevis Singer, and others have been translated into English and other European languages. MZ

1009. CRY AGAINST THE "NEW KEY" by Venita BOOTH, Ray Senior High School, Corpus Christi, Texas 78411, in The Texas Outlook, May 1964, Vol. XLVIII, No. 5.

Audio-lingual assumptions are unrealistic for teaching a second language to mature students who have already learned the basic skills of symbol making in their native tongue. To build an entire course on dialogue-memorization and pattern drills denies the student the opportunity of using the analytical skills he has learned since he began school. This student learns more quickly and retains better when the symbol and sound are correlated and the structure understood. The "New Key" is excellent for teaching children or persons who cannot read and write, who have no symbol for words. The four skills, speaking, listening, reading and writing are more quickly acquired when the best of audio-lingual, linguistic, and traditional methods are used. VB

1010. A TEACHER LOOKS AT THE AUDIO-LINGUAL APPROACH by A. F. GRONBERG, 4619 Niagara Avenue, San Diego 7, California, in the Bulletin of the Council for Basic Education, September 1965, Vol. X, No. 1.

In this article I posit that the audio-lingual method as a grammarless be-all and end-all in language teaching does not do the job which its uncritical practitioners and the layman claim that it *is* doing, because it fails to take into account the unsoundness of its basic premise: the mind of a school-age child, a college student, or any adult "is the linguistic *tabula rasa* which is the mind of a baby" learning its first language(s). Resistance on the part of students to all-out audio-lingual is mounting. "There is increasing evidence today that the tyranny of the tape recorder and the earphones is crumbling." AFG

1011. FOREIGN LANGUAGE IN THE RESIDENCE HALL by Roger L. COLE, Language Department, Western Michigan University, Kalamazoo, Michigan 49001, in The Modern Language Journal, October 1965, Vol. XLIX, No. 6, pp. 362-363.

In this article I give high points of the Multiple Audio Distribution system (M.A.D.) at Western Michigan University. This operation links residence halls electronically with the university broadcasting station where self-automated rewind tape recorders are capable of around-the-clock transmission. "The ultimate aim is to bring audio and video facilities into every student room." Currently in the experimental stage, M.A.D. is attractive because of ease of financing and applicability to many subject areas, particularly foreign languages. At present we use five program channels. Foreign language channels are directly coordinated with the language laboratory. RLC

1012. AN EXPERIMENT IN ADVANCED PLACEMENT by Rosalie STRENG, Maine Township High School West, 1755 South Wolf Road, Des Plaines, Illinois, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 461-468.

In this article I explain how I began and developed an experimental Advanced Placement course in German at my high school for a class of twenty students, ten of whom were advanced or accelerated, whereas the other ten were of quite average ability. I list the textbooks used, from the basic texts to the supplementary readings and those on the Advanced Placement syllabus "must" list. I include a few techniques and hints which I found successful in teaching a class that was quite diverse. My conclusion is that such a course is indeed possible, even under less than ideal circumstances. RS

1013. EVALUATING ADVANCED PLACEMENT CANDIDATES: NOTES FROM THE CHIEF READER'S DESK by Herbert LEDERER, Department of Germanic Languages, Queens College, Flushing, New York 11367, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 506-513.

In this article I describe the procedures for scoring German Advanced Placement Examinations. Last June, seven readers under my direction graded 340 papers. Each section of the examination is discussed, criteria for evaluation are established, and sample papers are scored in committee before individual readers begin the grading operation; spot checks by the Chief Reader help maintain uniform grading standards. The total score is reported to the Colleges on a five-point scale, the basis for granting placement and/or credit. Candidates in 1965 performed better in language skills than in the literature section, partly because of a new syllabus. Separate scores in the two areas might give a better analysis of a student's true ability. An appendix contains sample answers. HL

1014. A SHORT BIBLIOGRAPHY FOR ESTABLISHING AN ADVANCED PLACEMENT PROGRAM IN GERMAN by Werner HOLLMANN, Princeton University, 124 Dickinson Hall, Princeton, New Jersey 08540, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 522-528.

In this bibliography I offer a list of easily available (and mostly inexpensive) German literary texts, reference books, handbooks, anthologies, etc. as a help and guide for secondary school teachers interested in developing an Advanced Placement Program in German in their schools. The bibliography is divided into four sections: (1) texts required by the Advanced Placement Program; (2) interpretations of these texts; (3) works by recommended authors; and (4) books dealing with analysis, interpretation and method. WH

1015. LITERATURE IN HIGH SCHOOL—A COLLEGE POINT OF VIEW by Frank G. RYDER, Indiana University, Ballantine Hall, Bloomington, Indiana 47405, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 469-479.

In this article I urge the early introduction of literature as a topic of FL instruction, capitalizing on and continuing the competence we have attained in language itself. "Considerations of speed and selection aside, the content and teaching of German literature in high school need not be more than a year behind that of English." The student deserves and will profit from literary readings, he will be motivated by them to learn more language. "We still face the injunction to advance the active use of German by the student as far as humanly possible." Needed: a small glossary of German critical terms; a technique of getting at the heart of difficult critical issues by the use of linguistically simple questions. The article also suggests a hierarchy of levels in the approach to literary materials. FGR

1016. THE VIEW FROM ONE SEAT IN THE BOAT by Harlan P. HANSON, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027, in The German Quarterly, September 1965, Vol. XXXVIII, Membership Issue, pp. 427-435.

In this paper I recall the persons and problems involved in the early history of Advanced Placement in German. I describe the basic purpose of the Advanced Placement Program, examples of the ideological and idiosyncratic opposition it first confronted, and—in particular—the personalities, strategy, and tactics that got the German program under way, a program which, as I point out, seems to have yielded a higher proportion of successful candidates (in terms of college acceptance) than has that of any of the ten other disciplines involved. HPH

1017. USING THE BIBLE IN A SPANISH CLASS by Robert E. WILSON, SH 2903, University of California at Santa Barbara, Santa Barbara, California, in Hispania, September 1965, Vol. XLVIII, No. 3, pp. 517-518.

In this article I report my experience at a small church-related liberal arts college in using familiar selections from the Spanish version of the Bible as models to illustrate basic features of Spanish grammar and syntax. The Lord's Prayer is especially suitable for this purpose. REW

1018. HUMANITIES IN FRENCH AT M.I.T. by William F. BOTTIGLIA, 14N-307, Massachusetts Institute of Technology, Cambridge, Massachusetts 02139, in The Modern Language Journal, October 1965, Vol. XLIX, No. 6, pp. 354-358.

In this article I describe the development of the Humanities in French program at Massachusetts Institute of Technology, including our methods of recruitment, the skills we stress, the way in which classes are conducted, the materials studied in each of the four semesters (including typical reading lists), the various problems which have come with expansion to two sections, and the shift in 1963 from a general-education approach to one that has an increasingly professional orientation. I conclude by affirming, on the basis of our twelve years of experience, that the program is achieving its objective of rounding out, of liberating, of humanizing the carefully selected group of scientists and engineers who take it. WFB

1019. FOR AUDIO-LINGUAL CLASSES: THE CODA by Raymond J. CORMIER, Tufts University, Department of Romance Languages, Medford, Massachusetts 02155, in The Modern Language Journal, October 1965, Vol. XLIX, No. 6, pp. 360-362.

In this article I recommend a tripartite view of audio-lingual classes, much like that used in the Sonata-Allegro form in the symphony: Introduction (with a statement of Major and Minor themes), the Development section, and the Coda, or Finale which recapitulates that which has preceded. Audio-lingual classes, until now, have paralleled the first two parts of this form; I propose the "Coda" as a conclusive method to terminate the hour. The instructor should re-introduce any drill(s) previously covered during the hour — such as progressive substitutions, transformations, multiple correlation drills, etc. — which offered difficulty or needed clarification. The students could then manipulate these structures comfortably in whole utterances without hesitation. Like the third leaf of a triptych, the Coda summarizes the main section of the hour and mirrors the Warm-up, thus sandwiching the day's work and peaking anew the students' exhilaration and attention. RJC

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1020. LITERATURE OR BASKETBALL? by Elton HOCKING, Coulter Hall, Purdue University, Lafayette, Indiana 47907, in DFL Bulletin, October 1965, Vol. V, No. 1, pp. 1-3.

In this article I review the FL enrollment trends since early in the century, emphasizing that our clientele has until very recently been predominantly "college prep." Today, however, new influences (e.g., internationalism, the prestige factor, requirements for college entrance, "college education for all") are changing our first-year HS enrollments into a cross-section of the student body. Despite all this, there is evidence that, unlike our colleagues in science and math, we have failed to adjust to the new situation: the rate of attrition remains very high, with the survivors—except in German—largely composed of college-bound girls. At the college level, our enrollments are merely keeping pace with the student population. The major cause of this bottleneck is, in HS, the premature study of literary texts; in college, the lack of any alternative to literature courses. It is a case of "literature—or else!" Inevitably, the majority of students choose "else." We should provide another "else:" the study of the contemporary foreign culture. Expository readings in many fields would appeal to various interests; audio-visual materials from abroad would bring new insights to our monocultural students. "Even for the minority of students who have some literary sensitivity in English, a mastery of the expository or denotative usage must precede any true appreciation of the artistic (affective, connotative) language of literature."

"They might as well play basketball!" was Mr. Conant's well-known comment on the two-year HS sequence. It is distressing to note that, by the latest statistics, his words apply to 88% of our students. Of the remaining 12%, only a few are boys, comprising perhaps two or three per cent of the school population. Mostly, "they might as well," and they do. EH

1021. FOREIGN LANGUAGE INSTRUCTION: THE BOOTSTRAP APPROACH by Max RAFFERTY, Superintendant of Public Instruction, State of California. Address delivered to the California Council of Foreign Language Teachers Associations, San Francisco, November 6, 1963; published in Foreign Language News Notes, November 1963, Vol. III, No. 10, State Department of Education.

In this address I discussed two problems facing foreign language teachers in California. First, that of establishing a foreign language program in grades 6, 7, 8, as mandated by the Legislature, but without the funds to implement the program. Second, I discussed at length the "philosophical commitment" teachers are supposed to express toward one particular "method" of teaching languages. Regarding the first point, I noted that the Department had been able to help districts help themselves as a result of the $5,000,000 of NDEA funds dispensed since 1958. This is categorical aid. The Department aids a district, it does not administer districts. I reminded the audience that the Department is committed to a diversified Foreign Language program. On the second point, I asserted that "teachers are not machines, but individuals." I opposed the straitjacket approach to the teaching of foreign languages. "A teacher must dominate a method, not a method a teacher." I cited T. S. Eliot's dictum that language is an intricate part of culture, and "culture is something you must grow; you cannot build a tree, you can only plant it, and care for it, and wait for it to mature in its due time." Finally, I reminded the audience of America's need for their specialized talents, that "For America to survive, Americans will be forced to communicate on all levels with peoples of other lands. And I do not mean just in the gilded offices of our embassies scattered throughout the world. I mean that Americans must learn to compete with the Germans and the Swiss and the English in the market places and the forums of the world." MR

1022. L'INSEGNAMENTO DELLA LINGUA INGLESE: METODOLOGIA E DIDATTICA by Sergio BALDI and Edgardo MERCANTI, Le Monnier, Firenze, Italy, 1964, 189 pages, 1,900 Italian Lire.

Prompted by the present conditions of the teaching of modern languages in Italian schools, strongly handicapped by the difficulties arising from two conflicting aims—teaching the spoken language and a grounding in culture—we reaffirm that the first and paramount aim should be the teaching of the language as a means of communication fundamental to both the language of culture and the mastering of the language as a means of thought. In order to achieve the four skills, the language to be taught should be spoken prose with selected vocabulary subordinated to the needs and interests of the pupils and with grammar treated functionally. However, in planning the matter to be learned, due consideration should be given to the time available, the school environment, the size of the class, the wide range of ability of the pupils; last but not least the fact that the foreign language being part of the curriculum, the teacher cannot rely, as in professional language schools, on the active collaboration of the pupils because their interest does not go beyond satisfying the school requirements generally based on the status accorded to languages in the curriculum. SB, EM

1023. SOME STATE CODES OF FLES by Mildred R. DONOGHUE, California State College, Fullerton, California 92631, in The Modern Language Journal, October 1965, Vol. XLIX, No. 6, pp. 358-360.

Despite mounting national enrollments in elementary school foreign language programs and despite federal financial assistance and public support of such programs, most states in 1965 legally overlooked FLES completely. Detailed examination was made of the codes of thirty states representing one or more of the following categories: (1) border states; (2) coastal states; (3) central states; (4) western states; (5) southern states; (6) newer states with recent codes; (7) older states with well-established codes; (8) densely-populated states; and (9) sparsely-populated states. In 1965 Wisconsin and California joined the slowly growing roster of states (including Connecticut, Iowa, Minnesota, New Mexico, South Dakota, and Texas) which have passed laws regulating foreign language instruction for the young. MRD

1024. THE FOREIGN CULTURE: WHAT CAN BE DONE NOW? by Howard Lee NOSTRAND, Department of Romance Languages and Literatures, University of Washington, Seattle, Washington 98105, in The DFL Bulletin, December 1965.

Much research must be done before we can confidently describe the features of a foreign culture and society that need to be made understandable to American students of the language. Meanwhile, however, a teacher can (1) take part in defining the objectives to be served by imparting an understanding of the foreign language's social and cultural context, (2) set a high personal standard for evaluating the cultural and societal aspects of instructional materials, (3) block out the aspects of the foreign way of life appropriate to each cycle of the FL sequence, (4) identify the student interests to be met, (5) coordinate the FL sequence more closely with other subjects, and (6) extend one's own competence as an interpreter of the foreign life style, as a researcher or at least as a sophisticated consumer of relevant research conclusions. I will help any teachers of French, German, or Spanish who offer to contribute summaries of source materials to a compilation that will be shared with contributors. HLN

1025. A WAY TO EXCELLENCE IN LEARNING FOR EVERY COLLEGE by John A. PERKINS, President, University of Delaware, Newark, Delaware 19711, in The Modern Language Journal, November 1965, Vol. XLIX, No. 7, pp. 407-410.

In this article I suggest that neither the students, faculty nor universities are enough concerned about how good an educational job is being done. Students are primarily concerned with degree getting, the faculty with their own learning; and institutions have no specific objectives that tell what is expected from the learner. Moreover, institutions of higher learning are too much evaluated in terms of their resources for learning—books in the library or Ph.D.'s on the faculty—rather than the achievements of their learners. To put the emphasis on learning where it belongs, higher education must first set forth objectives and then test by all means at its disposal whether or not declared ends are being realized. Once this is done, institutions will be able to improve their courses and curricula and to re-allocate scarce resources to activities bringing the greatest educational return. Most important, trying to discover what students have or have not learned will bring a much-needed stimulus to learning to every campus. JAP

1026. AMERICAN SPEECH FOR FOREIGN STUDENTS by John W. BLACK, Derby Hall, Ohio State University, 154 North Oval Drive, Columbus, Ohio 43210. Charles C. Thomas, Publisher, Springfield, Illinois, 1963. 258 pages.

In this book I try to develop a systematic approach to oral English for the student who has already worked with English as a second language to the point of passing examinations that permit him to study in the United States. Thus, the book is to be used in the United States, preferably by a teacher of speech-English, and with advanced, perhaps graduate students. Much of the value of the book lies in graded exercises in dictation, in opportunities for progressive exercises in choral responses, in graded exercises with vocabulary, in selected six-line conversations, extensive oral materials involving minimal phonemic differences, and in materials for a series of listening exercises. The oral aspects of English speech, rhythmic, phonetic, and phonological are accentuated. Additionally, morphemic and syntactical principles are introduced and reviewed. JWB

1027. LINGUISTICS AND LANGUAGE BEHAVIOR by Howard MACLAY, University of Illinois, 1207 West Oregon, Urbana, Illinois 61803, in The Journal of Communication, June 1964, Vol. XIV, No. 2, pp. 66-73.

This paper describes the basis for the original psycholinguistic collaboration between structural linguists and experimental psychologists as resting on a common commitment to operationalism and to a division of labor in research where linguists studied the message and psychologists the organism. After 1957 the generative grammar approach to language denied operationalism and assumed the description of internal states of organisms as a linguistic goal. Conceptions of language underlying various psychological research procedures are examined and evaluated for linguistic adequacy. It is suggested that future psycholinguistic research must proceed from the assumption that humans have the kind of knowledge of their language represented by a generative grammar. HM

1028. THE EFFECT UPON PRONUNCIATION AND INTONATION OF EARLY EXPOSURE TO THE WRITTEN WORD by Daniel H. MULLER, University of Wisconsin at Milwaukee, Milwaukee, Wisconsin 53211, in Modern Language Journal, November 1965, Vol. XLIX, No. 7, pp. 411-413.

In this study I tested the hypothesis that in learning a second language early exposure to the written word inhibits the formation of correct pronunciation and intonation patterns. Instruction in Portuguese was given to two randomly selected groups of high school students. The significant variable was exposure of the experimental group to the written forms of the structures being learned orally by both groups. At the end of the instructional periods all students were tested for correctness of pronunciation and intonation. In comparing the test scores by means of the Kolmogorov-Smirnov Two Sample Test the control group was found to differ significantly (at the .01 level for pronunciation and at the .05 level for intonation) in the predicted direction on both tests. Conclusions: (1) Early exposure to written word inhibits learning of correct pronunciation and intonation patterns (at least in Portuguese); (2) Intensive audio-lingual drill in early stages of language instruction can produce excellent results in pronunciation and intonation; (3) Evaluation of pronunciation should be in terms of individual words rather than long segments of speech; (4) Training sessions with potential raters can raise both inter-rater reliability and the reliability of individual raters. DHM

1029. THE SCHOOLS TAKE OVER FOREIGN LANGUAGES by Elton HOCKING, Coulter Hall, Purdue University, Lafayette, Indiana 47907, in *Journal of Secondary Education*, October 1964, Vol. XXXIX, No. 6, pp. 243-250.

The title is a combination of prediction and wish: prediction, because FL (*not* literature) enrollments will be increasingly concentrated in the schools, secondary and elementary; wish, because college and university departments generally (but with notable exceptions) are interested only in advanced courses and research. As Conant says, the most distinguished departments "couldn't care less" about what goes on in the schools. The day is approaching when higher education will offer the lower courses only to students who begin a second or a third foreign language. The great problems are in the schools, plagued by soaring enrollments, teacher shortages and undigested new methods and materials devised by the colleges. Various investigations show that most of the new teachers are untrained in the "New Key," and therefore need immediate retraining; most of the established teachers need two or more Institutes; the latter are therefore losing ground in their task. A suggested way out of this dilemma: the big school systems should refuse to engage a foreign language teacher unless his record shows scores on the MLA-ETS Teacher Proficiency Test. As a corollary, the schools should complain to college departments whose graduates do not qualify. Meanwhile, the large school systems should devote at least one per cent of their total budget to research and development in the correlated use of the many new materials, devices and techniques, and thus assume the responsibility which is logically theirs. EH

1030. TEACHING CULTURAL THEMES USING THE SPANISH THEATER by Joelyn RUPLE, Department of Romance Languages, University of Washington, Seattle, Washington 98105, in *Hispania*, September 1965, Vol. XLVIII, No. 3, pp. 511-516.

This article begins by considering the use of literature to teach cultural themes and the development of a method for doing this. Then six plays are discussed separately to illustrate how they could be used to teach an individual theme: *El concierto de San Ovidio* by Buero Vallejo—"individualism and dignity;" *Historia de una escalera* by Buero Vallejo—"angustia;" *¿Dónde vas, Alfonso XII?* by Luca de Tena—"orientation towards persons;" *La dama del alba* by Casona—"serenity;" *El tintero* by Muñiz—"leisure and work;" and *La muralla* by Calvo-Sotelo—"human nature distrusted." The above works were chosen not only because of their adaptability to the objective, but also because of their inherent literary and human values. JR

1031. THE SPEECH LABORATORY AT THE UNIVERSITY OF TEXAS by Eva G. CURRIE, Department of Speech, University of Texas, Austin, Texas, in *The Speech Teacher*, January 1965, Vol. XIV, No. 1, pp. 24-26.

The Speech Laboratory of the University of Texas at Austin was reorganized in 1962-63, and equipped with modern-language facilities and additional features for the purpose of establishing a "communication and research center" for use by undergraduate and graduate speech students—by undergraduates for improvement in speech and analytical listening; by speech majors and graduates for study of "oral-aural communication skills at the advanced level on which native speakers of English operate." Foreign students were to continue use of facilities "to accelerate aural-oral mastery of English. EGC

1032. THE PROBLEM OF ARTICULATION BETWEEN THE JUNIOR AND SENIOR HIGH SCHOOLS by Emilio L. GUERRA, Acting Director of Foreign Languages, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, in Hispania, September 1965, Vol. XLVIII, No. 3, pp. 506-510.

Continuity is very important in the study of a foreign language if we are to develop real competency. A four-year sequence is the absolute minimum for an acceptable foreign language course. Six- and ten-year sequences are more desirable. The Board of Education of the City of New York has published syllabi in foreign languages providing for a six-year sequence with the possibility of initiating or terminating the study of a foreign language at several points along the line. Articulation has a horizontal as well as a vertical dimension. Teachers must know what is happening in language courses that parallel the ones they are teaching as well as in courses that precede and follow them. The degree of articulation attained by a given school system will be influenced by such factors as: the quality of the teaching personnel; the adequacy of the curriculum; the kind of textbooks, materials and equipment provided; the organization of classes; the kind of evaluative procedures used. It is important that there be complete agreement between the junior and senior high school staffs with regard to the content and methodology of the foreign language sequence. ELG

1033. LEXICAL CONTRASTIVE ANALYSIS by Roger L. HADLICH, Department of European Languages, University of Hawaii, Honolulu, Hawaii 96822, in The Modern Language Journal, November 1965, Vol. XLIX, No. 7, pp. 426-429.

In this article I focus attention on pairs of foreign language lexical items which foster student errors because they are normally represented by only one item in the native language (e.g., Spanish salir/dejar "leave," conocer/saber "know," ser/estar "be"). I suggest that, for items with a high degree of structural predictability, emphasis in early stages of learning on the problems arising from English equivalents serves more to breed confusion of the pairs than to assist in their distinction. Thus, introduction of contrastive analysis information is often best delayed until students have control of the separate items in their most characteristic (non-overlapping) environments. RLH

1034. THE PORTUGUESE LANGUAGE DEVELOPMENT GROUP by Fred P. ELLISON, The University of Texas, Batts Hall 108, Austin, Texas, in Modern Language Journal, November 1965, Vol. XLIX, No. 7, pp. 433-434.

In this report I outline the development of the PLDG since its inception in December, 1963, when a group of Portuguese language specialists opened a campaign to increase enrollments in Portuguese language studies through improved teaching materials, which had been gravely neglected by the profession during the foreign language renaissance in the 'fifties. I tell of steps by the PLDG in 1964-65 to achieve a modern audio-lingual text along the lines of Modern Spanish: conferences, planning sessions, and a ground-laying phase of evaluation and research supported by the SSRC-ACLS. There is, as a result, a greater awareness of the relation between expanded enrollments in Portuguese and sound instructional materials. FPE

1035. FRENCH TEACHING IN NEW SOUTH WALES—A SCHOOLS' VIEW by Alan KERR, Armidale Teachers' College, Armidale, New South Wales, in *Babel*, October 1965, Vol. I (New Series), No. 3, pp. 15-17.

In this article I tried to explain why universities are dissatisfied with school language teaching and to correct misconceptions causing resistance to audio-lingual methods. First, though universities see the function of schools as producing university students, only two per cent of school language students continue at the university. There should be different courses for students with different needs and universities should publish definite entrance requirements. Second, audio-lingual methods do not require bilingual teachers talking for seventy per cent of each lesson. Third, audio-lingual method is a scientific, economic way of developing language skills. During the transition period, teachers should evolve methods and courses best suited to Australian conditions and the needs of our students. AK

1036. A CONTRASTIVE ANALYSIS OF RUSSIAN AND ENGLISH INTONATION CONTOURS by Richard L. LEED, Division of Modern Languages, Morrill Hall, Cornell University, Ithaca, New York 14850, in *The Slavic and East European Journal*, Spring 1965, Vol. IX, No. 1.

In this article I specify those features of Russian and English intonation contours which lead to misunderstandings between non-native learners of Russian and native speakers of Russian and which require particular attention in teaching Russian. The phonemic notation is based on the Smith-Trager analysis. Among contours which are phonetically similar in the two languages 3 '1 1 # (statement) is neutral in Russian and emotionally colored in English; 2 '3 1 # vice-versa. Distribution and frequency of occurrence of these and other contours are also strikingly different in the two languages. Russian 2 3'4 # (question), non-occurrent in English, is discussed at length. The frequent English medial '3 2 || is to be avoided, since it does not occur in Russian. RLL

1037. THE CURRENT SITUATION IN THE TEACHING OF SPANISH IN INDIANA PUBLIC HIGH SCHOOLS by Vincent P. KELLY, The University of Maryland, European Division, APO, New York 09403, in *The Modern Language Journal*, November 1965, Vol. XLIX, No. 7, pp. 421-425.

In this article I analyze data from questionnaires about the personal traits, teaching situations and professional preparation of 231 respondents. It was found that 59% of the teachers were under 35, that 67.5% were women, that 46% did not consider Spanish their major teaching field, that 33% had never visited a Spanish-speaking country. I present a rank-order listing of those courses which tend to form a common area of professional experience. Among recommendations, I urge foreign language departments to reassess their roles in preparing teachers and to cooperate actively with education departments to provide more realistic curricula for teachers. Junior-year and/or graduate study abroad should be part of a five year training program. The need for qualified teachers could be partly alleviated by cooperative scheduling of neighboring school districts, thus permitting trained teachers to carry a full load of Spanish courses. VPK

1038. A PHONETIC-LINGUISTIC VIEW OF THE READING CONTROVERSY by Arthur J. BRONSTEIN and Elsa M. BRONSTEIN, Queens College, Flushing, New York 11367, in Speech Monographs, March 1965, Vol. XXXII, No. 1, pp. 25-35.

In this article we note that the study of the see/saw pattern of phonics versus whole word reveals roots in the early nineteenth century. Flesch's potent advocacy for phonics (despite some mistaken phonetic notions) created a climate for linguists to enter the reading field. Their contributions must stir reading specialists to recognize that since language is basically a system of spoken forms, the reader unlocks meanings by going from printed to spoken forms already part of his vocabulary; that suprasegmentals must be understood; that there is a real need to know more about children's dialects and the problems that different languages present to their native readers. AJB, EMB

1039. CULTURE IN THE FLES PROGRAM. A report by the 1965 FLES Committee of the American Association of Teachers of French. Lee Sparkman and Mary Anne Brown, editors. Available from National Information Bureau, 972 Fifth Avenue, New York 21, New York. $1.00 plus handling and postal charges.

This report attempts to explore for the first time five major aspects of culture in the foreign language program in the elementary school—rationale, curriculum, instruction, evaluation, materials. Tentative guidelines for defining, selecting, and organizing a comprehensive curriculum are proposed; techniques of teaching and testing the cultural content of the FLES curriculum are explored; and criteria for the evaluation of teaching materials from the point of view of cultural content are suggested. Teacher-training advisors, administrators, foreign language teachers, and others concerned with the development and implementation of the foreign language program will find the report useful. LS

1040. TELEVISION IN THE SERVICE OF FLES TEACHER TRAINING by Frank D. HORVAY, Heidelberg College, Tiffin, Ohio 44883, (on multilith for MLA Conference 29), December 1965, 5 pages.

In this paper, I have summarized the results of a two-year project at Illinois State University. The project which I have proposed had a double purpose: (1) to teach Spanish via closed circuit television (CCTV) more effectively by placing Resource Person Trainees (RPTs) in the classrooms during and after the telecasts. (The RPTs were college seniors in elementary education, who used all their electives, c. nineteen semester hours, towards a mastery of Spanish). (2) To demonstrate that elementary school teachers who were trained as Resource Persons in a single foreign language could effectively assist audio-visual media, such as films and television, in teaching a foreign language. The actual experiment involved CCTV instruction to three grade levels: 3, 4, and 5. During the telecasts the RPTs led student response and after the TV program they gave additional drill on the material covered during the instruction. Progress of the pupils was tested in regard to attitude and achievement. Most of the students, who have participated as RPTs in the experiment, are now successfully teaching Spanish with the assistance of audio-visual media. FDH

1041. AUDIO-VISUAL MATERIALS FOR TEACHING THE SOCIAL AND CULTURAL CONTEXT OF A OF A MODERN FOREIGN LANGUAGE: THEIR BEARING UPON PRE-SERVICE EDUCATION by Howard Lee Nostrand, University of Washington, Seattle, Washington 98105. Unpublished paper prepared for MLA Meeting, 29 De 29 December, 1965.

This expands "Some Types of Language-Laboratory Materials...," *PMLA*, Vol. LXXX, No. 1 (March 1965), pp. A-14. After making several assumptions explicit, one of which is that such expensive materials as films should be designed to serve multiple purposes wherever practicable, the paper inventories four groups of audio-visual materials: (1) Materials for language learners, *A*, those which treat the culture incidentally to the teaching of language structure, literature, etc., and, *B*, those which present the culture systematically to the learner. (This section enumerates main aspects of the culture, social structure, ecology of the population, and personality structure to be taught, and suggests appropriate audio-visual materials for each.) (2) Demonstration materials for teacher education, *A*, which treat the culture incidentally, and, *B*, demonstration materials for treating the culture systematically. Appended are a few "Notes toward a technology and a bibliography of the audio-visual presentation of socio-cultural materials." HLN

1042. STUDY ABROAD: AN ALTERNATE SOLUTION by Volkmar SANDER, Department of Germanic Languages and Literatures, New York University, New York 3, New York, in *The German Quarterly*, November 1965, Vol. XXXVIII, No. 4, pp. 692-695.

After a brief survey of the obstacles and drawbacks of existing Junior Year Abroad programs (over-crowded European universities, difference of educational systems, high overhead costs, etc.), a plea is made for a different approach: to send students earlier (freshman/sophomore year) to really learn the language, or later (graduate) to study literature. A description of a new plan inaugurated by New York University in German follows, under which students go abroad for only one semester (second semester freshman, or first or second sophomore) and to a language center (Goethe Institut), rather than a university. VS

1043. A LA RECHERCHE D'UNE PROFESSION UNIE by James H. GREW, Phillips Academy, Andover, Massachusetts 01810, in *The Modern Language Journal*, December 1965, Vol. XLIX, No. 7, pp. 479-482.

In this article I make a plea for better correlation between secondary school and college language courses. I protest against the sentiment prevailing in too many universities that only the study of literature is worthy of consideration by language departments, that pedagogical advancement and promotions should be based exclusively on publication and research. I urge greater recognition for outstanding classroom teachers and the chance for language majors to take foreign language courses in other than purely literary fields. And, finally, I express the hope that teachers may soon enjoy the same esteem as doctors and lawyers. JHG

1044. HOW TO PRESENT MAXIMUM MATERIAL TO TEACHERS IN THE MINIMUM OF TIME ALLOWED TO US by Jacqueline C. ELLIOTT, 200 Ayres Hall, The University of Tennessee, Knoxville, Tennessee, 37916. Paper for MLA Conference 29, Chicago, Illinois, 1965.

In this paper I am proposing a quick and complete way of presenting the ever-increasing amount of material to future teachers in methods classes. Films should be devised, similar to those conceived by Elton Hocking to show excerpts of methodology and culture full size movies. The material films should be composed of sections each including at least: (1) a description of the components of the materials; (2) excerpts from actual teaching situations where the material is used; (3) information about sales and rental prices. Such worthwhile projects should seek the support of publishers and federal funds. JCE

1045. STUDY ABROAD FOR THE CALIFORNIA STUDENT by Thomas P. LANTOS, Director of International Programs for the California State Colleges, 1600 Holloway Avenue, San Francisco, California, in *California Teachers Association Journal*, January 1966, Vol. LXII, No. 1, pp. 19-35.

This article examines the expanding field of study abroad and discusses various kinds of study programs from the viewpoint of their stated and actual objectives and their results, concluding that the success of an academic program abroad depends on realistic goals, rigorous student selection, imaginative administration, and honest evaluation and self-appraisal. It explores issues involved in establishing study abroad programs, showing how the fundamental philosophy of a program may be circumscribed by practical issues. With emphasis upon academic programs affiliated with universities abroad, and primarily aimed at training foreign language teachers and providing study in a foreign language and culture, it enumerates several *sine qua non's* for the successful program and the successful student. Among the former: a large enough student body to permit discriminating selection; thorough student orientation; a program structure entailing maximum cultural immersion for the student; intimate knowledge of the foreign educational system; faculty supervision abroad; and administrative flexibility in reconciling system differences. Student prerequisites include a high degree of fluency in the language of instruction, above-average intellect, emotional stability and maturity. The article concludes by suggesting some tangible and intangible effects of study abroad on the student and on the community he returns to. TPL

1046. TO SPEAK AS EQUALS by Allan KULAKOW, Language Coordinator, Division of University Relations and Training, Peace Corps, Washington, D.C.

In this article I point out that the Peace Corps has become the nation's biggest consumer of language learning resources. In the four years of its existence, the Peace Corps has trained close to 25,000 Americans in over fifty different languages. Over 15,000 of these Trainees went overseas and approximately 6,000 have already returned to the U.S. This training is helping to replenish our national linguistics resources. Returned Volunteers are providing new and necessary language skills for education, government and business. The Peace Corps looks to this training in the indigenous languages of the many countries in which the Peace Corps serves as marking a new era of better communication and understanding, of "Speaking as Equals" in the languages of the people with whom the Volunteers work "as equals." AK

1047. A CROSS CULTURAL STUDY OF SPEECH RATE by Harry OSSER and Frederick PENG, Department of Pediatrics, Johns Hopkins Hospital, Baltimore, Maryland 21205, in Language and Speech, April-June 1964, Vol. VII, Part 2, pp. 120-125.

This paper describes an experimental attempt to investigate the 'cultural stereotype' judgement of speech-rate, i.e., the judgement that people speaking in a language that is foreign to the listener always appear to be talking very rapidly. Two samples of speech were obtained from six native Japanese speakers and six native American-English speakers. Analyses of both samples failed to reveal significant differences in speech-rate between the two groups. Some implications of the results are formulated and finally several hypotheses are proposed to account for the 'cultural stereotype' judgement of speech rate. HO, FP

1048. CLEARINGHOUSE REPORT: RESULTS OF THE SURVEY OF THE USE OF PROGRAMMED FOREIGN LANGUAGE INSTRUCTION IN AMERICAN UNIVERSITIES AND COLLEGES by Janet D. GRIFFITH, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036. CAL (multilith), July 1965.

In this study we attempted to determine the extent to which self-instructional FL programs were used in American universities and colleges during the period September 1963 to September 1965. A brief questionnaire was sent to 617 individuals at 425 institutions, asking whether FL programs were used there during this period. 66% of those surveyed returned the questionnaire. Of these, 84% reported that programmed self-instructional FL materials had not been used in their department. The other 16% of respondents—64 individuals at 62 institutions—reported that such programs had been used. The data are discussed further and some possible reasons are suggested for the limited use of FL programs in the colleges and universities. JDG (R)

1049. AKADEMISCHE PROGRAMME FÜR UNDERGRADUATES IN DEUTSCHLAND: ENDLOSE MISERE ODER EXISTENZBERECHTIGTE BILDUNGSQUELLE? by Günther BICKNESE, The Millersville Junior Year in Marburg, 3551 Wehrshausen, Germany, in *The German Quarterly*, November 1965, Vol. XXXVIII, No. 4, pp. 671-684.

In this article I defend the controversial value of academic programs for undergraduates in Germany, yet stress the need for higher standards. The goal of many programs is merely language proficiency and accumulation of factual knowledge. They serve a purpose but fail to integrate their students into the German Universitat. Reasons: (1) too many programs with too few qualified students; (2) inadequate guidance resulting from ignorance of the foreign system. I feel that the Millersville Marburg year proposes a solution by (1) drawing the best students from many colleges and (2) using a step-by-step transition from college to Universitat. Only programs accomplishing this transition should have the right to call themselves "academic." GB

1050. CLOSED CIRCUIT TELEVISION AND VIDEOTAPES IN FL TEACHER TRAINING AT THE UNIVERSITY OF MASSACHUSETTS by Stowell C. GODING, Department of Romance Languages, University of Massachusetts, Amherst, Massachusetts. Work paper submitted to conferees at MLA Conference 29, 1965.

In this report I state very modestly and briefly how we use closed circuit television to "try out" future FL teachers merely to see if any of our students have those elusive qualities, a camera personality and presentable "projection" to a remote viewer. Future use of videotape instead of television and closed circuit television from FL classes in the high school are also mentioned. SCG

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1051 . TEACHER-TRAINING BY TV: AN EFFECTIVE DEVICE by Remunda CADOUX, Hunter College, 695 Park Avenue, New York, New York 10021, for MLA Conference 29, MLA Annual Meeting, Chicago, Illinois, December 27, 1965.

In this paper I summarize briefly the objectives of and methods employed in the New York State Teacher-Training series, New Approaches to the Teaching of Foreign Languages in the Secondary School, which cover the development of the four skills in Levels I-III and are widely used via kinescopes. Although each of the 28 programs of the series contains a review of principles, a description of materials, and class demonstration of techniques, the guidance of a methods teacher or workshop leader is essential in order to make the viewing maximally effective. While the camera has certain advantages over normal classroom observation, no film or TV program can replace the experience of accumulation provided by actual teaching. Future producers of such programs are warned against using teachers and students who are too superior for emulation by viewers. RC (R)

1052 . THREE STUDIES OF THE LISTENING OF CHILDREN by Charles T. BROWN, Western Michigan University, Kalamazoo, Michigan, in Speech Monographs, June 1965, Vol. XXXII, No. 2, pp. 129-138.

In this research project I found that children who watch television demonstrate better listening ability than children who do not, that boys and girls seem to listen equally well, that the position of a child among his siblings does not seem to be related to listening ability, that children from small families are likely to be better listeners than children from large families, that listening and intelligence are more highly correlated in elementary school children than in the high school and college population, and that listening ability is more significantly related to teachers' grades than is reading ability while reading ability is more significantly related to success in achievement tests than is listening ability. CTB

"Keep abreast to Stay ahead"

1053. CULTURE IN THE FLES PROGRAM. REPORT BY THE FLES COMMITTEE OF AMERICAN ASSOCIATION OF TEACHERS OF FRENCH by Lee SPARKMAN and Mary Anne BROWN, editors. Department of Public Instruction, Raleigh, North Carolina 27602. Published by Chilton Books, Educational Division, 525 Locust Street, Philadelphia, Pennsylvania.

In this report we explore the philosophical, sociological, psychological, and pedagogical reasons for teaching foreign languages and cultures in the elementary school. Treating the foreign culture as (a) a way of life, (b) appreciation, and (c) communication, we propose the development of knowledge of (1) cultural "facts" based on a categorical analysis, (2) "themes" that reflect the integration of the culture, (3) linguistic and anthropological concepts and their interrelationship, and (4) those principles and procedures unique to our discipline. We suggest explicit and implicit teaching techniques in the target language or in the mother tongue, evaluation of affective as well as cognitive gains, and criteria for the selection of materials consistent with the cultural objectives of the FLES program. LS, MAB

1054. TEACHING A FOREIGN CULTURE: NEW HELP by Mary MAC KENZIE HAMILTON, 3335 North Randolph Street, Arlington, Virginia 22207, in *The French Review*, April 1965, Vol. XXXVIII, No. 5, pp. 645-649.

In this article I discuss a project the objective of which was to present to foreign language students artistic aspects of the culture of the country whose language they were studying, to make them feel they better understood the nature of the people through their art. Three things appeared important to the success of the project: the language had to be normal, native speech of educated persons competent to discuss movements of culture as revealed in the arts from century to century; second, accompanying audiovisual materials must be of excellent quality and suitable in subject matter and integrated with the language program; third, the material must be accurate, up-to-date and imaginative in appeal. MMH

1055. AN M.A. PROGRAM IN GERMAN WITH A NEW APPROACH by Abram FRIESEN, University of North Dakota, Grand Forks, North Dakota, in *The German Quarterly*, November 1965, Vol. XXXVIII, No. 4.

In this article I state that we should send over to German universities only graduate students, and only after we have thoroughly prepared them for studying there. Then I propose a three-year Master's program in German which demands that the student spend the first year at an American university in careful preparation; that he go to a German university for his second year and study there under the supervision of the program director; and that he return to his American university for the third year to complete his course work and thesis and to engage in practice teaching. Such a program would produce better teachers and scholars of German than our traditional M.A. programs in German normally can produce. AF

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1036. A RESEARCH REPORT: TEACHING IN A TECHNOLOGICAL AGE by F. Paul THOMSON, Governor of Watford College of Technology, Education Equipment Committeeman of the Scientific Instruments Manufacturers Association of Great Britain, 30 Church Road, Watford, Hertfordshire, England, in *Design* (official journal of British Council of Industrial Design), November 1965, pp. 37-47.

In this report I summarise system developments of programmed learning and instruction by teaching machine and language laboratory, giving many candid camera shots of devices in use. Then I analyse design and postural weaknesses displayed pictorially and show how lack of breadth in design planning and utilisation has introduced as many bad learning habits in the exploitation of programmed learning as there are learning efficiency advantages. I discuss my own recent research into the production of ergonomically efficient furniture for language laboratories and show how savings can be made by standardisation of booths designed as standard acoustic but anthropometrically adaptable units for permanent classroom use, and planned for modular electronic language laboratory units which alone are changed as age and linguistical progress dictate, and I emphasise the absolute importance of relating human performance efficiency needs to proper seating, booth desk height, booth hygiene and ventilation and anti-hysteria aesthetic treatment. I show how my research has produced a booth system which minimises electronic maintenance but accepts a wide range of makes and types of device and reduces cost, whilst maximising learning efficiency. FPT

1037. THE ADULT STUDENT AND LANGUAGES by Ian HANNA, Adult Education Department, University of Adelaide, South Australia, in *Australian Journal of Adult Education*, December 1965, Vol. V, No. 2, pp. 3-9.

In this paper tutors and administrators of adult education language classes were told that there had been not enough research into the nature and needs of their students and the social importance of language teaching in Australia. Research in England and Australia by Hanna, Lowe and others showed that, to date, adult education students came substantially from the best educated people but that a significant proportion had achieved their higher education by part time or interrupted study. Language students were among the youngest of adult students and more of them were coming from less educated backgrounds. Their motives were more likely to be travel and vocational advancement than liberal cultivation. If the new type of students were to be served it would be necessary to appreciate the new types of motivation, and develop new methods of teaching. IH

1038. THE CETO 'ENGLISH FOR EVERYONE' SERIES by Leslie A. HILL, Shafte House, West Meon, Petersfield, Hants, England, in *English Language Teaching*, July 1965, Vol. XIX, No. 4, pp. 164-167.

In this article I report that the Nuffield Foundation Centre for Educational TV Overseas has prepared a series of 24 'TV programme kits' to improve the English of pupils studying English as a foreign/second language under normal classroom conditions. Each kit consists of a script for the local TV teacher, animated cartoon films for five 15-minute lessons (a week's work) and materials for the classroom teachers to use for preparatory and follow-up work. The series starts from my 1,000-word level, with the corresponding collection of grammatical patterns, and builds up on that, each lesson dealing with one particular pattern contrast and introducing about twenty new vocabulary items. LAH

1059. NEW DIMENSIONS IN FL EDUCATION by J. Michael MOORE, San Diego City Schools, San Diego, California 92103, in Journal of Secondary Education, November 1965, Vol. XL, No. 7, pp. 310-314.

This article attempts to discuss three major aspects that are responsible for adding depth to FL instruction, namely: (1) the use of telecommunication and other A/V aids including such new concepts as team teaching as proposed by Dr. J. Lloyd Trump and actually experimented with at San Diego City Schools; (2) the exemplary efforts in articulation to insure proper continuity between secondary schools and institutions of higher learning as practiced, e.g., in Minnesota and New York City (St. Cloud State College, New York public schools and metropolitan universities); (3) pointing to a practically untapped source as found in the nation's ethnic groups and readily available in our schools and colleges, a live resource tool that could enrich FL instruction beyond our wildest dreams. I cite latest psycholinguistic research into the nature of language, research which made such dimensions possible; the premise being, of course, that language is first of all communication, and, second, not just one skill but rather a series of skills, namely: (1) understanding the FL; (2) speaking it; (3) reading it; (4) writing it; and, adding the fifth skill, the "unspoken" or gestural phase. Without these basic concepts none of the above-mentioned dimensions could have been realized. In closing, I summarize Dr. Trump's address at Berlin's First International Congress on Modern Language Teaching, 1964, calling for flexibility, curriculum revision, and an entirely new look at all aspects of the FL teaching-learning process. JMM

1060. PROGRAMMED INSTRUCTION IN TEACHER RETRAINING (NDEA INSTITUTES) by Theodore MUELLER, University of Akron, and Henri NIEDZIELSKI, University of Massachusetts, in The Modern Language Journal, February 1966, Vol. L, No. 2, pp. 92-97.

In this article we suggest that Programmed Instruction is effective in teacher retraining. The French ALLP Program was used at several institutes. The results and conclusions are reported: (1) The students of low audio-oral proficiency profited most. (2) Significant improvements in pronunciation have been achieved, although native-like pronunciation was not. (3) Reshaping pronunciation habits proved to be extremely time consuming. (4) Teaching a greater number of students without increase in staff proved to be feasible by means of the Program. (5) The Program was well received by the participants. TM, HN

1061. SPEECH AND AURAL COMPREHENSION OF FOREIGN STUDENTS by John W. BLACK, Sadanand SINGH, Oscar TOSI, Yukio TAKEFUTA, and Elizabeth JANCOSEK, Ohio State University, Columbus, Ohio 43210, in Journal of Speech and Hearing Research, March 1965, Vol. VIII, No. 1, pp. 43-48.

In this article we have noted certain patterns of language among advanced students of English as a second language. Twenty-four students whose native language was Hindi served as experimental subjects; another 24 students whose native language was Japanese; and another 24 whose native language was Spanish. Each group was subdivided between the 12 who were more proficient and the 12 who were less proficient in the aural comprehension of English as determined by the Lado-Fries Test of Aural Comprehension. In each language group the "halves" were distinguished not only by the differences in aural comprehension, on which basis they were created, but also on the bases of intelligibility, the amound of time spent in pauses while reading a standardized passage, and the amount of foreign accent their speech was judged to represent. JWB

1062. URBAN NEGRO SPEECH: SOCIOLINGUISTIC FACTORS AFFECTING ENGLISH TEACHING by William A. STEWART, Center for Applied Linguistics, 1755 Massachusetts Avenue, Washington, D. C. 20036, in: Roger W. Shuy, editor, Social Dialects and Language Learning, Champaign, Illinois, 1965, pp. 10-18.

Most features of non-standard, Negro speech in northern cities derive from rural southern dialect behavior. However, the racial association of these dialect traits in the North combines with their purely linguistic characteristics to produce one of the trickiest English-teaching problems that northern urban public school systems will have to confront. How successful they will be will depend in great part upon the quality and depth of research into both the linguistic and sociological nature of urban Negro dialects. I illustrate why this is so with data from the sociolinguistic situation in Washington, D.C. I survey the range of dialect usage in the Negro community, all the way from what I call basilect (the most non-standard dialect) to acrolect (the most standard dialect), and show that dialect differences are not only related to such recognized factors as formal education, but also to heretofore unexpected social factors, such as age-grading. WAS

1063. THE MLA LANGUAGE TESTS by H. CHABERT, State College of Iowa, Cedar Falls, Iowa 50613, in The French Review, February 1966, Vol. XXXIX, No. 4, p. 624.

The use of MLA tests for examination, certification or teacher evaluation has increased the temptation of tampering with them. Students have learned the sequence numbers of multiple choice questions, instructors taught test items instead of the language, pre-tests were deliberately botched so as to increase the apparent rate of progress at the time of the post-test. As long as a larger number of alternate forms is not available, MLA tests ought not to be administered without a shorter check test known only to the examining authority. Furthermore, extra-mural examinations proctored and marked by teams of instructors from another school should be given from time to time. Any significant discrepancy could then be investigated and the mere prospect might deter frauders. The whole teaching profession must recognize the danger, set rules, and build up safeguards. HC

1064. COMMON SENSE AND THE DIRECT METHOD IN LANGUAGE TEACHING by Dennis G. HANNAN, Southern Oregon College, Ashland, Oregon 97520, in Phi Delta Kappan, March 1966, Vol. XLVII, No. 7, pp. 359-360.

In this article I maintain that foreign language study should provide a balanced flexible command of the language on a mature level and not a mere "tourist literacy." There is no one perfect method because there is no such thing as one standardized type of student. A doctrinaire use of the audio-lingual-direct method tends to make pronunciation, memorization and lab drill ends in themselves. This bores inquisitive students seeking genuine intellectual stimulation and it limits conversational flexibility. Common sense suggests that lab drills be followed up with class discussions in the language and that oral skills be coordinated with meaningful reading materials. This should help students to manipulate pattern sentences in original and meaningful continuity as befits intelligent adults and enlightened American citizens. DGH

1065. MODERN FOREIGN LANGUAGES IN AMERICAN EDUCATION TODAY by Norman P. SACKS, Department of Spanish and Portuguese, Bascom Hall, University of Wisconsin, Madison, Wisconsin, in Exchange, Second Quarter, 1964, No. 31, pp. 2-12. (Exchange is published by U.S. Educational Foundation in the Philippines. Issue is titled "What is New in Education.")

In this article I contrast the foreign language picture in the U.S. in the 1920's and 1930's with the current situation, calling attention to the following developments in the foreign language revolution: steadily increasing enrollments (citing MLA figures); the growth of FLES (with statistics); the increase in the length of the period of study of an FL; the increase in the number of high schools now offering FLs; the increase in the number of different languages now available for study, including many non-Indo-European languages; principles underlying audio-lingual methodology; the growth of language and area studies programs, with special reference to NDEA Centers; the changed status of FLs today. Considerable reference is made to the role of the NDEA in foreign language development today. NPS

1066. THE CHALLENGE OF PROGRAMMED INSTRUCTION TO THE FOREIGN LANGUAGE TEACHER by Juan ESTARELLAS, Department of Languages and Linguistics, Florida Atlantic University, Boca Raton, Florida 33432, in The Florida FL Reporter, Winter 1965-1966, Vol. IV, No. 2, pp. 19 and 25.

In this article I point out that there are different programmed instruction techniques but there are certain characteristics common to all. Practices of foreign language teaching in general are inadequate and programmed instruction creates a meaningful change with a new role for the teacher, the student, the classroom, and the language laboratory. Programmed instruction will free the teacher from the dreary tasks of lower levels thus allowing him more time for upper levels. In these levels he will be able to have smaller classes and a greater opportunity to be more creative. Teachers should try to learn more about programmed instruction by experimenting with it in departmental projects. I conclude by saying that the new education requires a new training. JE

1067. TOMORROW'S LANGUAGE LAB TODAY by Juan ESTARELLAS and Timothy F. REGAN, Department of Languages and Linguistics, Florida Atlantic University, Boca Raton, Florida 33432, in The Florida FL Reporter, Winter 1965-1966, Vol. IV, No. 2, pp. 3-4.

In this article we stated that there have been very few attempts to prepare a TV presentation integrated with programmed learning materials. Some years ago we began to do research with this approach and our findings gave us insight into the tremendous possibilities of this media. The results have produced the first audio-video dial selection language lab in the world, installed at Florida Atlantic University. Outstanding features of the lab are: students may dial-select any one of 100 audio programs from a remote-program library; at ten positions students may dial-select video programs from remote video tape recorders; ten of the forty positions have full push button control of remotely located tape recorders; and teachers are able to remote-test at the console by simultaneously recording groups of students. The system is adaptable to computer logic so that we will be able to switch to an infinitely more flexible system. We concluded by saying that this laboratory begins a new stage in language learning. JE, TFR

1068. STUDENT REACTION TO HIGH SCHOOL LANGUAGE LABORATORY ACTIVITIES by Charles O. NEIDT and Dalva E. HEDLUND, Colorado State University, Fort Collins, Colorado, in The Modern Language Journal, December 1965, Vol. XLIX, No. 8, pp. 471-475.

In this article we report the reaction of high school French, German and Spanish students at three levels to (1) the longest period of time they felt they can effectively concentrate on a language laboratory lesson and (2) relative preference for language laboratory activities. Time estimates averaged approximately twenty minutes regardless of level. Rankings of activities were consistent across languages up to Level II, but variation among groups became pronounced with added experience. CON, DEH

1069. LA E TRABADA EN LA CIUDAD DE MÉXICO: UN ESTUDIO EXPERIMENTAL by Joseph H. MATLUCK, Department of Romance Languages, University of Texas, Austin, Texas, in ANUARIO de Filosofia y Letras, National University of Mexico, año III (1963), pp. 5-34. Also published in Institute of Latin-American Studies Offprint Series, #9, University of Texas (1964).

In this article I detail the method, observations and conclusions of an experiment based on the spectrographic analysis of the phonetic variants of /e/ when blocked by all possible consonants including the much-discussed m, n, s, d, (z), as pronounced by native Mexico City speakers. The results of this experiment, of primary interest to Hispanic phonologists, phoneticians and dialect geographers, nevertheless, point up once again to the applied linguist and to the language teacher the folly of trying to teach English speakers two variants (open and closed) of Spanish /e/. Some important conclusions of the study are: (1) the apparent lack of any systematic or predictable distribution of variants of /e/, either in the speech of a particular individual or in a comparative analysis of various speakers; and (2) so small is the difference between open and closed variants of Spanish /e/ that the naked ear (even the most discriminating) cannot accurately and consistently distinguish these variants. JHM

1070. A NOTE ON THE EFFECTIVE USE OF THE LANGUAGE LABORATORY by H. J. SILIAKUS, University of Adelaide, South Australia, in NS, October 1965, Vol. I, No. 3, pp. 33.

In this note I report on the result of a sample means and correlation matrix. The subjects (N=50) were adult beginners of German. There were seven variables: four language subtests, total score, total time spent in hours, and the number of attendances in the language laboratory over a given period. The actual number of attendances correlates much more highly (nearly up to 1% level) with both subtests and total score, than does the figure for total time. It is safe to assume that the frequency of attendance has a direct influence upon performance. This agrees with the findings of the Lorge report. HJS

1071. ENFANTS DE FRANCE par Franca DE ANGELIS, professeur au Lycée Technique "A. Vespucci" de Livorno, Via Fiume 28, Livorno, Italia. Deux tomes plus deux livres du professeur, 1965.

Dans ces livres j'ai essayé de mettre au point une méthode pour les débutants (11 à 14 ans) des écoles secondaires italiennes, où les classes de langues étrangères - une heure - ont lieu trois fois par semaine. Présentation de la langue en situation, exercices structuraux, précis de grammaire descriptive à la fin de chaque tome. En plus: morceaux choisis, poèmes, chansons. Seule langue employée, le français: ce sont les illustrations (une par réplique) qui expliquent le dialogue. Matériel pédagogique: livre du professeur, contenant: notes de pédagogie, exercices de phonémique, tests, conseils pour les professeurs qui appliquent la méthode; un tableau de feutre et quatre séries de figurines; quatre disques. FDA

1072. FOREIGN LANGUAGE BELOW THE NINTH GRADE: WHAT ARE WE DOING? by Edith M. ALLEN, Indianapolis Public Schools, 1644 Roosevelt Avenue, Indianapolis, Indiana, in Modern Language Journal, February 1966, Vol. L, No. 2, pp. 101-104.

This article is the result of a questionnaire sent to 49 large school systems to determine current practices in foreign language instruction below the ninth grade. Tabulated replies from 45 systems show what languages are taught—at what grade level study is begun. It further shows the continuity of programs, grade level participation, means of achieving time for foreign language classes, the average numbers of weekly class meetings, and average class lengths. In sections VIII and IX are shown the means of preparing and selecting teaching and testing materials, while sections X, XI, and XII deal with articulation with high school programs, the professional training of teachers and types of evaluation, respectively. The total questionnaire was designed to show practices in foreign language programs below the ninth grade, and its results provide information without pointing to any obvious conclusions. EMA

1073. DIE SPRACHE DER TECHNIK UND DER FREMDSPRACHENUNTERRICHT by Wulf KÖPKE, Department of German, University of Illinois, Chicago Circle, Chicago, Illinois 60680, in Deutschunterricht für Ausländer, 1965, Vol. XV, No. 1-2, pp. 25-36.

In this article I study the problems in teaching the language of technology to foreigners. Technology is one of the most important creators of new language material. But technologists use language only as a tool for the description of technical operations and for conceptual definitions. This leads to a conflict between definition and language needs. The linguistic consequences are outlined and discussed. Terms of technology are used on different levels: in ordinary communication, in the workshop, in scientific language. Problems in foreign language teaching: e.g., need for linguistically and technologically trained teachers; for new teaching materials, (visual aids), for cooperation between linguists and industry. WK

1074. THE LEARNING STRATEGY OF THE TOTAL PHYSICAL RESPONSE: A REVIEW by James J. ASHER, Psychology Department, San Jose State College, San Jose, California, in The Modern Language Journal, February 1966, Vol. L, No. 2, pp. 79-84.

In this article I reviewed experiments in which students acquired listening skill by acting when they heard a foreign utterance in Japanese or Russian. The students were 2nd, 4th, 6th, or 8th grade children and college adults. The results suggest that listening skill for a second language may be increased significantly when students act out during retention tests. Theoretical implications were discussed. JJA (R)

1075. THE EFFECTIVE USE OF THE STRUCTURE DRILL by Robert L. POLITZER, Stanford University, California, in The French Review, April 1965, Vol. XXXVIII, pp. 674-680.

In this article I compare in detail how an average and a very superior teacher presents the same structure drill in order to arrive at a series of hypotheses, suggesting qualities characteristic of the superior language teacher. These qualities include the ability to create a frame of reference, flexibility, allowing for self-expression on the part of the student, ability to use a variety of cues, etc. RLP

1076. HOW DO WE TEACH COMPREHENSION? by Virginia CABLES, Fullerton Union High School, Fullerton, California, in Modern Language Journal, March 1966, Vol. L, No. 3.

In this article I call attention to the fact that we do not actively teach comprehension. We hope it will occur automatically as a by-product when we teach other skills. This is an erroneous assumption. Materials are needed (therefore I have written them) so that English to target language equivalents (and vice versa) are rarely needed. Meaning is not limited to these equivalents; they often prove false. Students need to dig for meaning on their own. To help them, we teach them specific skills. Visualizing the form of the word often unlocks meaning. Students must master the sound-to-letter system of the language. They must know prefixes and suffixes and how these make families of words. They must handle cognates, of both the true and the false variety. They must learn to develop meaning through clues in context. When students develop self-reliance in this area, they develop a language sense, without which little communication will take place. VC

1077. LETTER TO THE EDITOR by Vivian S. PEELING, Darien Senior High School, Darien, Connecticut, in The French Review, February 1966, Vol. XXXIX, No. 4, pp. 627-628.

In this article I explain how we have met the problem of preparing our students for the C.E.B. tests in French. Having discovered after a six-year trial that the A-LM students show certain weaknesses after Level One—limited vocabulary, poor grasp of grammar, lack of originality in expression—we take time out to do extra reading and to study a review booklet. I also pass out typed summaries of the more troublesome problems of grammar, and I read French frequently to my classes. The results have been very good. Admitting that the A-LM method enables our students to speak French better than ever before, we merely wish to combine its better qualities with the best of the traditional approach. VSP

1078. LINGUISTICS AND THE TEACHING OF MODERN LANGUAGES by F. C. STORK, Lecturer in Applied Linguistics, University of Sheffield, Sheffield 10, England, in Modern Languages, December 1965, Vol. XLVI, No. 4, pp. 151-154.

In this article I emphasize that the new demands made on language teachers are not restricted to mechanical aids. New developments in linguistics are relevant since they can highlight the students' difficulties in phonology, grammar and syntax. The language laboratory allows for intensive practice but if standards are to be raised material must be carefully prepared and coordinated with classroom work. To do this the teacher needs to be familiar with the structures of the learners' native language and the language being taught. This requires a knowledge of linguistics, which should be part of the teacher's training. An annotated bibliography suggests further reading. FCS

1079. A STUDY OF BILINGUALISM AMONG CHILDREN OF U.S.-FRENCH PARENTS by Ruth W. METRAUX, 81 rue de l'Universite, Paris 7, France, in The French Review, April 1965, Vol. XXXVIII, No. 5, pp. 650-665.

In this study I have noted the results of the bilingual education of 47 children, 25 boys and 22 girls, ranging in age from 15 months to 24 years, children of American mothers and French fathers. The material obrained from questionnaires indicated that for this group one of the primary factors in learning a second language is the child's own personal characteristics. The "talkers," those children who spoke early and who seemed exceptionally gifted verbally, children with more extrovert characteristics and children who adapt well to change acquired a second language more rapidly. The "methods" used by parents to encourage second language learning are listed. The difficulties encountered, even under what might be considered an optimum situation, indicate quite clearly that learning a second language is not as yet subject to any set formula, though from the experiences reported we can deduce some of the most effective ways of helping a child acquire a second language. The child's personal characteristics, his age, and the social context, including the aims and attitudes of the parents, appear in this group as the most important conditioning factors in acquiring a second language. RWM

1080. THE LANGUAGE LABORATORY: BOON OR BANE? by Virginia CABLES, Fullerton Union High School, Fullerton, California, in The French Review February 1966, Vol. XXXIX, No. 4, pp. 618-622.

In this article I discuss problems concerning the language laboratory, an outstanding tool which is being misused and under-used across the nation. The cause of this misuse is a lack of adequate materials; they should be challenging enough, coordinated closely with other classroom work, and consist of two sets of tapes. The first set is a "learning" tape, using much 4-phase drill. The second set is a "mastery" tape, using 2-phase drill. The answer is given only when the teacher feels she should, while monitoring. Students must perform on their own. I have written such materials, and they are making pupils work, not just "repeat." VC

1081. THE EFFECT OF AN AUDIO-LINGUAL PROGRAM ON DROP-OUT RATE by Theodore MUELLER and Robert HARRIS, University of Akron, Akron, Ohio, in The Modern Language Journal, March 1966, Vol. L, No. 3, pp. 133-137.

In this article we investigate the drop-out rate in a course using the ALLP French Program which considered the audio-lingual skills as its primary objectives, particularly because emphasis on the audio-lingual aspects has resulted in a high drop-out rate before. We conclude that the ALLP Program maintained a reduced rate of drop-outs. The drop-out rate of low-aptitude students is significantly lower. A significantly larger percentage of E students completed the required second year course than Control students. The student's aptitude had no bearing on dropping out. The investigators believe that a further reduction of the drop-out rate could be achieved once all features of programmed learning can be brought to bear on the learner. TM, RH

1082. LETTERS TO THE EDITOR: IN DEFENSE OF DIALOGUE by Sister Grace Thérèse, S.C., Cathedral High School, 560 Lexington Avenue, New York, New York 10022, in The French Review, February 1966, Vol. XXXIX, No. 4, pp. 625-626.

This letter to the editor defends the audio-lingual method and its use of dialogues and pattern drills. Competent teachers, trained in the techniques of aural-oral presentation, do succeed in teaching students to understand, speak, read, and write the foreign language in precisely that order. It is not the audio-lingual method that produces "parroting pupils," but unqualified teachers who use it reluctantly, without benefit of an NDEA Institute or other similar training. Sister GT

1083. SERIOUS LAGS IN ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHING by Caspar W. WEINBERGER, in a semi-weekly newspaper column. Published in numerous California newspapers, including The Los Angeles Times, approximately February 18, 1966.

In this article I commented on the difficulties encountered by California's compulsory elementary school instruction in foreign languages. Primarily these difficulties are caused by a lack of qualified elementary school foreign language teachers. I urged that we overcome "the continued reluctance among many educators" to use modern devices, such as sound tapes in language laboratories and instructional television courses, all of which should be assisted with additional state funds for school districts that do not have this equipment. Otherwise, I concluded, we will never develop the teachers we will need in twenty years, let alone train the children themselves. CWW

1084. DIE WELT WIRD TRAUM: A TEACHING APPROACH TO THE GERMAN ROMANTICS by K. DICKSON, The University of Exeter, Devon, England, in Modern Languages, December 1965, Vol. XLVI, No. 4, pp. 140-146.

In this article I point out the difficulty of teaching German Romantic literature to pupils and students out of sympathy with their basic approach to life and art. I suggest a remedy for this by showing the striking parallels between the apparently irrelevant phantasmagoria of the Romantic Märchen and the psychoanalytic interpretation of dream-symbolism. This affects not merely the symbols as such but even the complex 'dream-work' by which they are integrated into a meaningful framework: 'Verschiebung,' 'Verdichtung,' 'Entstellung,' ambivalence and theriomorphism. Such parallels may help the teacher to show that the 'magic idealism' of Novalis, Tieck, Chamisso, and Hoffmann cannot be written off as mere escapism, and, in fact, added a new dimension to the creative exploration of reality which all great art must be. KD (R)

1085. IS TRANSLATION OUR GOAL? by Edith MELCHER, Wellesley College, Wellesley, Massachusetts 02181, in The French Review, February 1966, Vol. XXXIX, No. 4, pp. 595-603.

In this article an examination of about thirty recently published textbooks, chosen at random, seems to show that the MLA and AATF language programs, advocating the use of French in the classroom to develop aural and oral proficiency, have not succeeded in convincing the majority of teachers that a bilingual approach to a living language is unnecessary. Although some excellent texts have been prepared entirely in French, a reactionary movement appears to be gaining momentum, stressing translation, and thus strengthening the dual language approach. To a certain extent the publishing houses may be responsible for the generally conservative trend. EM

1086. A DICHOTOMY OF METHOD: MIMIC-MEMORIZE AND PATTERN PRACTICE by Edward M. ANTHONY, University of Pittsburgh, Pittsburgh, Pennsylvania, in The Florida FL Reporter, Winter 1965-1966, Vol. IV, No. 2.

In this article I attempt to characterize and compare two distinct methods within the oral-aural or audio-lingual approach. The mim-mem method, as exemplified in the various books of the spoken language series, and the pat-pract method, as reflected in the Fries-Lado English texts, both adhere to the assumptions of the oral-aural approach, but differ methodologically in starting points, reliance on contrastive analysis, attitude, vocabulary, and principles of drill. EMA

1087. TEACHING SECONDARY STUDENTS TO THINK IN FRENCH: THE BEST USE OF DIALOGUES by Clara S. WING, Springbrook High School, Valleybrook Drive, Silver Spring, Maryland, in The French Review, April 1965, Vol. XXXVIII, No. 5, pp. 666-673.

This article shows that it is important to teach students to think in French from the very beginning. Some practical suggestions are offered for teaching beginning classes entirely in French and for discussing the problem of meaning with students. In order to teach a dialogue without using English to explain meaning, the teacher must first identify all the vocabulary and structure items it contains and recognize all the various types of meaning they convey. These items are then reordered for efficiency in teaching. They are taught first without using the context of the dialogue. The article concludes with detailed plans for applying this method to the teaching of the first A-LM dialogue. CSW

1088. AN ORAL PROFICIENCY ASSESSMENT CHART by H. S. OTTER, M.L.A. Examinations Project, The University of Leeds, Leeds, England, in Modern Languages, December 1965, Vol. XLVI, No. 4, pp. 155-159.

In this article I say that recording brings opportunity to increase the value of oral tests even in large scale exams, by dealing with hitherto insoluble problems of reliability and control. In experimental tests in French (5th year), German (3rd - 4th year), March 1965 a short conversation (five to ten minutes) based on one of four prepared topics was scored by assessment of four aspects (Pronunciation, grammar and structure, vocabulary, fluency) on a six point scale (0 - 5) with definitions of rating values for each. The results showed very satisfactory scoring reliability and discrimination. Characteristics: standardization, positive scoring, convenience, concentration, analytical record for control and moderation. Criteria are variable according to need. Analysis of variants could give more refined scoring if required. Ref. AULC, CAL, FSI, English Speaking Board. HSO

1089. ZUR GRUNDFRAGE DER MODERNEN LINGUISTIK by Hans H. WÄNGLER, Department of Germanic Languages and Literatures, University of Colorado, Boulder, Colorado 80304, in The German Quarterly, January 1966, Vol. XXXIX, No. 1, pp. 62-76.

In this article I review briefly the history of thought on language from the ancient Hebrews and Greeks to the present time. The persistence of the idea that language is merely a tool of the intellect has been the major hindrance to a meaningful scientific investigation of language. A break with this age-old misconception was made by the German intellectual giants Hamann, Herder, and W. v. Humboldt. Modern linguistics, following in their footsteps, recognizes the degree to which language not only reflects thought but actually forms it. This concept of language lays the groundwork for a new era of linguistic investigation which is essential for the continuing advancement of science and will lead man to a clearer understanding of the operational framework in which he exists. It is this framework of language that at the same time restricts man, yet makes possible realization of true individual freedom within an ordered system. HHW

1090. TRAINING FOREIGN LANGUAGE TEACHERS AND RESEARCH IN LANGUAGE TEACHING AT STANFORD UNIVERSITY by Robert L. POLITZER, Stanford University, Palo Alto, California, in The Linguistic Reporter, January 1966, Vol. III, pp. 3-4.

In this article I describe the use of the technique of "micro-teaching" applied to the training of foreign language teachers. The technique consists in isolating specific desirable behaviors of the language teacher and modelling these techniques in very short sample lessons to be imitated by the trainee. I also suggested various types of research (some to be undertaken at Stanford) dealing with the evaluation of specific types of training. RLP

1091. THE CULTURAL VALUE OF ESPERANTO by D. B. GREGOR, The Grammar School, Northampton, England, in Modern Languages, December 1965, Vol. XLVI, No. 4, pp. 146-150.

In this article I show that an artificial language can acquire a natural life and personality of its own. Esperanto is not only capable of poetry, but inspires to it. Thirty-eight original Esperanto prose works have been translated into twenty-nine languages. Esperanto can be a bridge between two little-known languages and cultures. Students can find in Esperanto information useful to their other studies. Its facility is only relative; the best of the brain is still called for. Initial facility allows quicker attainment of practical and literary use. Esperanto can fully extend to the "A" level and then to the university student. Tolstoi and others of that calibre have praised Esperanto. Its only serious lack is snob-value. DBG

1092. FOREIGN LANGUAGE LEARNING AND THE TEACHING MACHINE by Theodore MUELLER, University of Akron, Akron, Ohio, in The Clearing House, February 1966, Vol. XL, No. 6, pp. 345-352.

In this article I describe the essentials of foreign language programming: (1) progression by minimal steps, as it was done in the Audio-Lingual French Program (under contract with USOE); (2) immediate confirmation of every response; (3) progression at the student's own pace. The ALLP French Program was used at the University of Akron during 1963 and 1964. The students learned French on their own in the language laboratory. The function of the teacher is described. The results were particularly good for the oral aspects of the language. An analysis of the students' speeches revealed a strikingly superior mastery of the basic language structure. The low aptitude students benefitted most from a programmed approach to foreign language learning. It is best evidenced in the significantly lower drop-out rate. TM

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1093. "ENATION" AND "AGNATION," by William G. MOULTON, 124 Dickinson Hall, Princeton University, Princeton, New Jersey 08540, in The Florida FL Reporter, Spring, 1966, Vol. IV, No. 3, pp. 9-12, 16, 18.

In this article I discuss two grammatical concepts introduced by H. A. Gleason, Jr., in Linguistics and English Grammar (New York, 1965). Two sentences such as "The dog bit the man" and "The cat ate the canary" are ENATE: one can be converted to the other by substitution. Two sentences such as "The dog bit the man" and "The man was bitten by the dog" are AGNATE: one can be converted to the other by transformation. These ideas are highly useful to FL teachers: enation underlies all "substitution drills"; agnation underlies all "transformation drills." I then go on to show how these ideas can sharpen our understanding of the concept "direct object" in German. In conclusion I also apply these ideas to English, French, and Spanish and give evidence suggesting that the use of pronouns to replace nouns is a matter of transformation rather than simply of substitution. WGM

1094. THE ROLE OF THE PRINTED WORD IN FOREIGN-LANGUAGE LEARNING by C. J. DODSON and J. E. PRICE, University of Wales, Aberystwyth, Great Britain, in Modern Languages, June 1966, Vol. XLVII, No. 2, pp. 59-63.

In this article we describe experiments the results of which show that the presence of the FL printed word, if used by the learner as a supplementary stimulus in conjunction with the more powerful oral stimulus given by the teacher, greatly increases the pupil's proficiency in initial FL imitation work. Material learnt with the aid of printed word is also more securely consolidated by the time the pupil reaches FL conversation work. Objections that printed word causes interference were found to be invalid so long as the teacher's spoken model remains the prime stimulus. CJD, JEP

1095. PRACTICAL PROBLEMS: USING FILM IN THE LANGUAGE CLASS by Robert M. HAMMOND, The University of Arizona, Tucson, Arizona 85721, in The DFL Bulletin, May 1966, Vol. V, No. 3, pp. 7-8.

In this article I give household hints to the tyro technician. Physical equipment, I point out, depends chiefly on clarity of sound. Clarity of sound has priority over visual image. The teacher must try to secure a room whose acoustics, by test, are good. I indicate that noise in projection can be cut by use of an ordinary glass partition (such as that found in a door) or by use of headsets. Sound clarity must be determined by the teacher — not the A-V specialist. I suggest special tricks to be used in showing films. There are usually subtitles in English which must be disposed of. Since masking is unsatisfactory, image reversal is a good solution. I recommend reversal by ordinary mirror, since it is cheaper, although rear projection is another possibility. Despite jokes, students cannot read backwards. As far as budgetary tricks are concerned, I note that the most effective way to cut down costs is to synchronize activities with the local film society. I then pass on to the most effective methods that can be used. In the first place, interest outweighs physical imperfection and language difficulty in films. I have found it best to expose the student to the taped sound track by a library technique in the laboratory. As far as priority of reading or viewing is concerned, this matter, I indicate, is still in the experimental stage. Repeated viewings are valuable, I say, for the sound of the language as well as for gesture, a neglected area in language study. In conclusion, I emphasize that clarity of sound and six-fold repetition of the film are essential to success in the use of film in the foreign language classroom. RMH

1096. INTERFERENCE IN THE PRONUNCIATION OF FRENCH by Marta BIANCHI and Claudette BORDAGORRY, Instituto Central de Lenguas, Universidad de Concepción, Concepción, Chile, in Revista de Lingüística Aplicada, December 1963, Vol. I, No. 1, pp. 14-24.

In this article we have tried to find out what are the most frequent mistakes in pronunciation made by Spanish-speaking students when they begin studying French. They stem mainly from interference of the mother tongue and interference of French orthography. The latter was due to the fact that the students subjected to this experiment were asked to read from a text they were provided with. Mistakes due to interference of the mother tongue include all cases in which its phonemic system differs from that of French: subdifferentiation, allophonic substitution, interference from the text, morphophonemic interference. One fundamental consequence is shown to follow from the method used: the mistakes made by a Spanish speaking learner of French are, most of them, predictable on the basis of a simple comparison of the phonemic systems of both languages. MB, CB

1097. PROGRESS WITH THE MOBILE LANGUAGE LABORATORY by J. Stuart CROMPTON, The Wheelwright Grammar School, Dewsbury, England, in Modern Languages, June 1966, Vol. XLVII, No. 2, pp. 54-55.

In this article I suggest that the R.C.A. Mobile Language Laboratory, costing one-tenth of more ambitious installations, can not only perform many of their functions but also possesses virtues all its own. It encourages concentration during conversation practice, can be used as an extension of the audio-visual course, but presents difficulties when used for the orthodox teaching of construction and speech patterns. A recorded lesson lasts 6-7 minutes and is used twice with each group; i.e., four times per period. JSC

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1098. THE SPANISH PASSIVE: A STUDY IN THE RELATION BETWEEN LINGUISTIC FORM AND WORLD-VIEW by H. Ned SEELYE, Colegio Americano de Guatemala, Apartado Postal No. 83, Guatemala, Central America, in *Hispania*, May 1966, Vol. XLIX, No. 2, pp. 290-292.

Many accept as fact the hypothesis that the passive reflects or influences the speaker's world-view: whereas the Anglo makes things happen, the Latino has things happen to him. In an attempt to test this, a questionnaire of six items was devised (and administered to 50 Guatemalans) to probe the relevancy of three factors in choosing the passive (*se me perdió*) or active (*lo perdí*): subject emphasis, guilt feelings, role. Definite preferences emerged in certain situations. One influencing factor was stylistic concern which balanced a lopsided context where either the active or passive was exaggeratedly stressed, by using a contrastive verb form. A preference for the active was surprisingly evinced in situations where the responsibility for an action was clear, especially when it was accompanied by embarrassment. It was tentatively concluded that (1) contrary to popular belief, the Spanish passive may not be "generally preferred," that (2) the passive is not used "to get rid of blame," but that (3) the election of the passive depends on the context of the situation in a more complex way than usually has been acknowledged. HNS

1099. LIMPING OVER THE LANGUAGE BARRIER IN EUROPE by Allan L. CASS, 14620 N. W. Second Avenue, Miami, Florida 33168, in *The New York Times*, May 8, 1966, p. XX61.

In this article I recount misadventures experienced by two non-linguists during a 16,000-mile, self-conducted camping trip through Europe that was mostly off the beaten tourist track. Before starting we studied French, German, Italian, and Spanish despite warnings from friends that we were wasting time as "everyone speaks English in Europe." We persevered, and it was well we did as we found only a small percentage of the population of 16 countries had a working knowledge of English. I tell of difficulties in a large Parisian department store and also how a Dutch woman learned sign language with her "hands and feet" that was effective. I conclude that an "instant" course in this language would be very popular and also effective. ALC

1100. ACHIEVEMENT IN ELEMENTARY GERMAN UNDER PROGRAMMED AND CONVENTIONAL INSTRUCTION: A PRELIMINARY STUDY by William H. CLARK and Margaret G. CLARK, University of Rochester College of Education, Rochester, New York 14627, in *The Modern Language Journal*, February 1966, Vol. L, No. 2, pp. 97-100.

In this article we report MLA-Cooperative test scores of 20 college students learning German by programmed self-instruction (Ellert, *Elementary German*, Encyclopedia Britannica), and compare these with scores obtained by a random sample of 20 students near the end of a conventional first-year course. Most of the program students had completed only half of the year course, but this group did better than the other in the *speaking* test. The conventional group had superior results in *reading*; in listening and writing the differences were not significant. Questionnaire results show a majority of students in the programmed course would encourage others to take this course. WHC, MGC

1101. APPLICATIONS OF PSYCHOLINGUISTIC THEORY TO FOREIGN LANGUAGE TEACHING by Juan ESTARELLAS, Department of Languages and Linguistics, Florida Atlantic University, Boca Raton, Florida 33432. A paper delivered at the Second Southern Conference on Language Teaching, February 3-5, 1966 in Atlanta, Georgia.

In this paper I said that Psycholinguistics was hardly known about ten years ago. In a short period of time there has been a great deal of theoretical research which has given a wealth of knowledge to this new discipline. Unfortunately, there has been a lack of practical application of psycholinguistic theories to foreign language teaching. Today the foreign language teaching field is still beset by many different philosophies or false beliefs, and little conclusive experimental data. One of the basic assumptions of Foreign Language teaching is to teach sounds first, then reading and writing. Yet, with the applications of psycholinguistic theories in comparative research we found that when sounds and letters were taught simultaneously students achieved better proficiency in all language skills. Another assumption is to start students on immediate utilitarian objectives, (i.e., dialogues). Again, we found that using psycholinguistic concepts and developing students' "redundancy" in the language and reducing his "information" in each verbal unit, students learned faster and better than students taught in more conventional procedures. JE

1102. FLES STATUS AND TEACHER PREPARATION by Rosalyn O'CHERONY, Illinois Teachers' College, 5500 N. St. Louis Avenue, Chicago, Illinois 60625, in Hispania, March 1966, Vol. XLIX, No. 1, pp. 121-125.

In this paper I discuss the resistance shown by school personnel to accepting foreign languages as part of the curriculum in the American public elementary school and the lack of interest by a large part of the foreign language profession itself in promoting FLES. The public, cognizant of the increasing importance of a citizenry which can discharge the responsibilities of increased communication on a world wide basis, has been insistent in its demand for FLES. It is suggested that for FLES to succeed, a large number of teachers specifically trained for FLES must become available. The FLES (Spanish) teacher training program now being developed at Illinois Teachers' College, Chicago (North) is described as an illustration of a program designed to correct the FLES teacher shortage. RO'C

1103. VIRTUE MOAN DOES AIR? by Richard DONATI, Colonial Village, Williamstown, Massachusetts 01267, in The French Review, May 1966, Vol. XXXIX, No. 6, pp. 919-920.

In this article I recognize the tendency of the beginning French student to equate each "new" sound of French with a similar sound in English, causing him to say, "Virtue Moan Does Air?" rather than, "Veux-tu mon dessert?" To help him, I propose that we teach him the chain: "Dis, j'ai fait la bonne sauce rouge du vieux beurre. Le bon vin blanc!" Then, that we ask him to equate each "new" syllable with one of the vowel sounds in the chain. Hence, mon/des/sert = bon/j'ai/fait. The orderly progression of the oral vowels helps to delimit the discreteness of each new sound, and the typical spelling of each syllable can eventually serve as a basis for relating sounds to spellings. RD

1104. THE JUNIOR-YEAR-ABROAD—SOME SECOND THOUGHTS by Theodore H. RUPP, Millersville State College, Millersville, Pennsylvania 17551, in Bulletin of the Pennsylvania State Modern Language Association, December 1965, pp. 5-9.

The article describes my experiences as resident director of a study-abroad group of thirty-two American college juniors at a French university. Details of actual happenings emphasize the numerous problems inherent in undergraduate foreign-study programs. The following generalizations are either implicit or explicit: (1) Most American juniors are linguistically unready to derive sufficient profit from the foreign courses. (2) Most American juniors are psychologically too immature to adjust to the great changes in their way of life without costly supervision and guidance. (3) Their linguistic and cultural unpreparedness plus the considerable difference between the American and the French university require a costly tailoring of special courses. (4) The much-advertised immersion in the foreign milieu is largely an illusion. (5) Since the benefits are not commensurate with the expenditure of time, money, and poorly qualified personnel, it may be wise to postpone foreign study until after graduation when the students are ready to take regular university courses and are past the age when they need a nursemaid with a Ph.D. THR

1105. NDEA FOREIGN LANGUAGE LEADERSHIP INSTITUTE by Lester W. MC KIM, Central Washington State College, Department of Foreign Languages, Ellensburg, Washington 98926, in The Modern Language Journal, March 1966, Vol. L, No. 3, pp. 156-158.

In this article, I describe the special NDEA institute for administrators of elementary and secondary foreign language programs. I state that although the profession has benefited greatly from the teacher institutes which have been held since 1959, serious problems still exist as a result of a shortage of qualified foreign language teachers. I suggest that stronger leadership can lead to better use of competent teachers, more effective continuing education for teachers, and a general strengthening of foreign language instruction. I point out that the concept of foreign language teacher supervision is still relatively new and that the institutes, with staff and participant representation from several academic levels and geographical regions, will help define the role of such administrators and the training they need for increased effectiveness. LWM

1106. EXPLOITING HAWAII'S FOREIGN LANGUAGE RESOURCES by W. Todd FURNISS, College of Arts and Sciences, 2528 The Mall, University of Hawaii, Honolulu, Hawaii 96822, in The Modern Language Journal, December 1965, Vol. XLIX, No. 8, pp. 475-479.

In this article, I report that a three-year foreign language entrance requirement for B.A. candidates will be instituted in the College of Arts and Sciences as soon as possible. Apart from the values of FL study as a liberal art and as a part of national defense, a working knowledge of a second language can insure our children's participation in life outside the Islands. First, with special skills they will move more easily in the Mainland culture of which, by recent history, they are a part. Second, with the unparalleled opportunities for the study of Asian languages and cultures in the Hawaiian schools, colleges and community, they may prepare themselves also for service in Asia. WTF

1107. NDEA AND MODERN FOREIGN LANGUAGES by John S. DIEKHOFF, Western Reserve University, Cleveland, Ohio 44106. Published by Modern Language Association of America, 4 Washington Place, New York, New York 10003, pp. xvi + 148.

This report is a study of the impact of the National Defense Education Act on teaching and research in modern foreign languages in the United States. It outlines some of the background of the Act and of the inclusion of language education as an area of support, outlines some continuing issues in language education, and discusses each of the major provisions of the NDEA for support of language study and teaching. Separate chapters are devoted to the research program, the fellowship program, the language and area centers, summer institutes for language teachers and other provisions for teacher education, and state services for the provision of equipment and materials and the improvement of instruction. A concluding chapter outlines relationships between the Foreign Language Program of the Modern Language Association and the NDEA-supported programs. Appendices include a summary of the Act, an account of the procedures by which the study was written, a summary of achievements attributable to NDEA support, and half a hundred specific recommendations addressed to the Congress, the Office of Education, and the modern language teaching profession. JSD

1108. THE ROLE OF PRACTICE TEACHING IN THE PREPARATION OF HIGH SCHOOL FOREIGN LANGUAGE TEACHERS by John Robert SCHMITZ, Southern Connecticut State College, 501 Crescent Street, New Haven, Connecticut 06515, in Hispania, March 1966, Vol. XLIX, No. 1, pp. 101-107.

In this paper I maintain that a well-organized practice teaching program is necessary for the preparation of foreign language majors who are training to be teachers. It is my belief that the success of practice teaching depends on all teachers at all levels. I argue that practice teaching cannot be effective without a solid course of undergraduate study in foreign languages with a course in both applied linguistics and methodology as additional prerequisites for admission to practice teaching. I warn that practice teaching is not the only solution for the improvement of teachers of foreign languages, but it is the first step in the preparation of teachers. I point out some of the responsibilities of master teachers; I affirm that the master teacher is the key to the success of student teaching. I urge college FL departments to place a staff member in charge of supervising practice teaching. JRS

1109. TWO YEARS WITH THE SAINT-CLOUD MATERIALS by John F. KUNKLE, Shaker Heights City Schools, Shaker Heights, Ohio, in The Modern Language Journal, March 1966, Vol. L, No. 3.

In this article, I evaluate the elementary-school St. Cloud French curriculum, Bonjour Line, and the use made of it in the every-pupil, every-day, specialist FLES program in the nine Shaker Heights elementary schools. Our FLES staff of nine well-trained travelling teachers found, over the two years, that there were several modifications which should be made in these basically sound materials for greater teaching effectiveness: use of smaller segments of the lesson material, applied immediately; shorter class periods; the addition of several key questions in the early lessons to promote better application of the learnings. We found the need to orient students to the memorize-manipulate-create sequence as well as to a new way of learning, different from their parents', with filmstrips and tape recordings, and conducted entirely in French. JFK

1110. ARTIFICIAL HORIZON: TRANSLATOR AS NAVIGATOR by Roger SHATTUCK, Department of Romance Languages, University of Texas, Austin 78712, in *The Craft and Context of Translation*, edited by William Arrowsmith and Roger Shattuck, Doubleday (Anchor Books), New York, 1964, pp. 215-233.

In this essay I relate two contrasting personal experiences that have determined my attitude toward translation as an art and a discipline. The French Egyptologist, Alexandre Varille, demonstrated in Luxor that adequate translation of hieroglyphic texts—not the written symbols merely but the total context that lends them meaning—would require a film. My own work translating Apollinaire and Proust confronted me with a number of *faux amis* as long as a whole paragraph or stanza. In such cases two translations may be needed to do the job: literal and literary. The essay closes by affirming that true literary translation relies in part on an extension of our own language—a leap into darkness—to meet meanings and experiences in other languages and not yet recorded in our own. The introduction to the volume contains several pages that criticize the exclusion of literary translation from new methods of language teaching. RS

1111. THE MEASUREMENT OF WRITING ABILITY by Fred I. GODSHALK, Frances SWINEFORD, and William E. COFFMAN, Educational Testing Service, Princeton, New Jersey 08540. College Entrance Examination Board, Research Monograph No. 6, $1.50, 84 pages.

In this monograph are reported the results of a series of studies of question types in the College Board English Composition Test. Three basic methods of measuring a student's ability to write were studied: objective items in multiple-choice form; semi-objective exercises containing poorly written materials in which the student is asked to discover and amend, by writing between the lines, errors deliberately introduced into passages of prose; and essays—free writing exercises, each graded by five different readers. Major findings were that (1) all three types of questions were highly valid measures of writing ability, (2) a one-hour combination which included an essay was superior to a test including only one type of question, and (3) the findings hold even for a large-scale national testing program. FIG, FS, WEC

1112. EINIGE BEMERKUNGEN ZUM KAPITEL "PHONOLOGY" IN: J. W. MARCHAND, APPLIED LINGUISTICS/GERMAN by Maria WILHELM, Defense Language Institute, East Coast Branch, Naval Station Annex, Washington, D. C. 20390, in *Deutschunterricht für Ausländer*, Heft 3/4, 1965, Munich, Germany.

In this paper, I support Marchand's suggestions on how to teach German sounds to Americans. I agree with his emphasis on qualitative differences of sounds, which, however, should not replace but complement those of length. I disagree with Marchand's omitting (ɛ) among German vowels and his not differentiating between long and short (a). I regret errors, e.g., giving (əm) and (əŋ) as the pronunciation of the ending (ən) after labials and velars in rapid speech instead of (m) and (ŋ); I replace some unfortunately chosen German words in his examples and ask for more detailed presentation of such pertinent points as phonotactics, prosodic features, and stress. MW

1113. A REPORT ON A RESEARCH PROJECT TO STUDY THE EFFECTIVENESS OF TEACHING SOUNDS AND LETTERS SIMULTANEOUSLY AT THE VERY BEGINNING OF A BASIC FOREIGN LANGUAGE COURSE by Juan ESTARELLAS and Timothy F. REGAN, Florida Atlantic University, Boca Raton, Florida. January 1966.

In this report we describe a research study conducted at Nova High School, Ft. Lauderdale, Florida. A group of forty students from a Level I Spanish class was divided into two groups at random. The experimental group was subjected to an intensive training in discrimination and pronunciation of Spanish sounds and their written equivalents. The material was a programmed self-instructional text coordinated with tape recordings. It contained levels on vowels, consonants, linking, stress, intonation and syllabification. The control group began the A-LM materials in the conventional manner (no written material). At the end of the self-instruction period, the students of the experimental group were compared with the students of the control group by a test designed to measure the areas in which the experimental group had received the instruction. They were superior in all areas—which was to be expected. The experimental group students then went into the A-LM materials which were given them to study. In a short time they had overtaken the control group in dialogue mastery, as proved by achievement tests administered to both groups. In fact, the experimental students soon surpassed the students of the control group in rate of learning and in material mastered. At the same time the pronunciation of the students in the experimental group was judged to be superior to that of the control group. The experiment proved that the teaching of sounds and letters simultaneously aids the student in the mastery of all language skills. JE, TFR

1114. CAN NDEA LANGUAGE INSTITUTES REPAY THEIR DEBT TO INSTITUTIONS? by Joseph Reid SCOTT, Department of Foreign Languages, San Jose State College, San Jose, California 95114, in *Hispania*, March 1966, Vol. XLIX, No. 1, pp. 93-101.

In this article I describe the intensive NDEA Language Institute programs, then discuss four factors that make them successful: participants get more exposure to the FL in eight weeks than college or secondary students do in years; the teaching, administrative, and secretarial staff is adequate; the budget is adequate; participants are chosen for homogeneity and intelligence and stipended to relieve them of worries while concentrating on their studies. Then I discuss seven areas where institutions might adopt NDEA policies, how, and why: organization and integration of the entire program; good placement testing; re-evaluation of courses such as literature, culture, linguistics, and laboratory; psychology and educational attitude; budget; tenure; and administration. I end with a laudatory comment on the value of federal aid to education. JRS

1115. THE VISUAL ELEMENT IN AUDIO-VISUAL AIDS by Geoffrey RICHARDSON, The University of Hull, England, in *Modern Languages*, June 1966, Vol. XLVII, No. 2, pp. 76-79.

In this article I examine the role of the pictures in any audio-visual course for the teaching of a language, and attempt to show that there is a need to clarify our thinking on this topic, and that the part which pictures can play in such a course may be much more limited than is sometimes claimed. GR

1116. INFORMATIONAL PSYCHOLOGY—ITS IMPORTANCE FOR THE STUDY OF FOREIGN LANGUAGES by Ernesto ZIERER, National University of Trujillo, Peru. Paper presented at the Third Inter-American Symposium in Linguistics, Montevideo, 1966.

In this article I give illustrated examples of how to apply an important principle of informational psychology in language study: the reduction of the amount of subjective information by forming "supersignals" and elaborating adequate algorithms. One example refers to the learning of vocabulary items and the other to the use of the definite article in German. It has been found that the most rational way of assimilating words is to learn them in groups of two items each; the two words must be related semantically and are to be learned in sentences. The second finding was that it is possible to work out optimum algorithms to solve grammatical problems of a specific kind by calculating the average minimum number of operations required to solve the problems. In both examples, the findings have been obtained by calculating the information yield during the different phases of the problem solution. EZ

1117. L'INTRODUCTION DU FRANÇAIS AU JARDIN D'ENFANTS by H. G. FRANCQ, Brandon College, Brandon, Manitoba, Canada, in *The French Review*, February 1966, Vol. XXXIX, No. 4.

In this article (written in French) I attempt to show that the best time to start learning a second language is at the kindergarten level where, taking advantage of the child's natural gift for dramatic imitation, it should be taught orally and informally by means of music, action, and rhythm. I insist on the fact that the ear is an important factor for the acquisition of proper structural intonation and pronunciation, and I emphasize the necessity to exclude any comparison with, or translation into the vernacular. I point out that this approach to the second language should be followed by a comprehensive and coordinated program of its study from Grade I to XII, and eventually, owing to the shortage of qualified teachers, I recommend the use of audio-visual methods which give the pupil the best possible models to imitate. HGF

1118. MOTIVATION AND DIRECTION OF READING ASSIGNMENTS ON THE INTERMEDIATE LEVEL by Eberhard REICHMANN, University of Indiana, Bloomington, Indiana, in *The Modern Language Journal*, May 1966, Vol. L, No. 5, pp. 256-260.

In this article I discuss nature and functions of the assignment in view of the needs and aims of intermediate reading, the central activity on the level of transition. The formula, "read to p. x, line y," is shown to be wholly insufficient if not supplemented by reading guidance that (1) arouses interest in the particular assignment (motivation), (2) provides concrete homework suggestions (direction). The guidance process outlined leads to (a) reading with a purpose, (b) greater intellectual engagement, (c) more mature discussions with immediate participation by *all* students. The theory presented departs radically from common assignment practice. The central role of the *question* is stressed. A critical look at the "pre-fab"-appendix-question is included. ER

1119. ENGLISH IS A "MUST" FOR TEACHERS by Adriana GANDOLFI, Instituto Nacional Superior del Profesorado en Lenguas Vivas.C. Pellegrini 1455, Buenos Aires, Argentina. Contribution to the Third Symposium of the Inter-American Program in Linguistics and Language Teaching, Montevideo, Uruguay, January 1966.

In this article I say that English is a "must" for teachers if they wish to be up-to-date as regards educational data: bibliography on television in schools, scientific programs spread through closed circuits, audiovisuals in foreign language teaching, and programmed instruction. Thus, the teaching process should be sped up by using documentary films, 8 mm. sound films, slides and strips synchronized to magnetic tape in language laboratories. Individual teaching should be enforced by means of mechanical gadgets such as the "audioviser," an automatic projector which reflects color slides on a small screen while the oral text (pre-recorded on tape, with gaps for repetition or answering questions), is supplied by its own playback. Isolation of sound is obtained at will by attaching or disconnecting earphones. In the near future mastery of English will be indispensable, since waiting for or resorting to translations to keep informed will handicap the work of teachers. AG

1120. THE LANGUAGE LABORATORY AND THE STUDY OF LITERATURE by Raymond Jean LAMÉRAND, Monash University, Clayton, Victoria, in Babel, April 1966, Vol. II, No. 1, pp. 22-25.

In this article, the contribution of recorded materials to a student's understanding of literary texts is discussed. Various viewpoints presented on tape force the student to think over approaches and perhaps dissent from the conclusions recorded. The experience "opens up" the text for the student and compels him to formulate responses to such questions on form and content as the incorporated lesson programme demands. The language laboratory monitor discusses materials the individual student selects from the tape library while the student works over it on his tape recorder or teaching machine. Participation in dramatic productions from which the student's role has been omitted and in socratic discussion on phonostylistic elements is catered for in the programmes recommended. Examples are limited to Skinnerian and intrinsic styles of programming, though reference is made to other formats. RJL

1121. A FAMILY YEAR IN FRANCE by Stanford LUCE, Irvin Hall, Miami University, Oxford, Ohio 45056, in The French Review, May 1966, Vol. XXXIX, No. 6, pp. 887-894.

In this article I have related my experiences living a year in Paris with a wife and four children. The emphasis is on the practical problems of living: we managed to survive on a monthly budget of $600. Our three-bedroom apartment, a fifth floor walk-up, was $110, although most rents ran over $150. Food costs were 30% higher than at home, but hotels and restaurants were much less. Housekeeping with a tiny refrigerator and daily shopping, but no phone or washer, was more wearing. On the good side, however, the children profited from French schools, despite knowing no French in September; we all benefited from museums, trips, friends, contacts. The year was successful, satisfying, but certainly no easy vacation. SL

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1122. TEACHING A SOPHOMORE HONORS SEMINAR IN TRANSLATION by Edmond A. MEHAS, Kansas State University, Manhattan, Kansas, in *The French Review*, April 1966, Vol. XXXIX, No. 5, pp. 742-747.

In this article I discuss the difficulties of teaching Balzac in translation where no *recent* translations and very few paperbacks are available. The students are sophomores with no previous knowledge of French literature, Balzac, or any foreign language. The translations available were poor and expurgated; in *Illusions Perdues* one-third of the text was gone. The course followed Balzac's life, illustrated by student reports showing the relationship of each work to Balzac's personal experiences. With the help of Zweig's *Life of Balzac* the students related the fourteen novels read to the motivating sources in Balzac's life. Students said they now realized Balzac's colossal labor in creating *La Comédie Humaine*. They enjoyed the chronological approach, felt they had been exposed to a totally new experience, that Balzac lived for them as a man, that they wanted to learn more about France and French literature, the importance of which they had never previously realized. They suggested more biographies, background material, and critical works in English, as well as better translations to permit more active student participation. EAM

1123. CONSOANTES E VOGAIS DO PORTUGUÊS E DO INGLÊS: ESTUDO COMPARATIVO by Geraldo CINTRA, Centro de Lingüística Aplicada, Instituto de Idiomas Yázigi, Rua Aurora 713, São Paulo, Brasil, in *Estudos*, 1964, Vol. III, No. 1, pp. 3-16.

In this article I present a brief analysis of the main difficulties encountered by speakers of Brazilian Portuguese in learning English. Vowels, semi-vowels, and consonants are analyzed in the light of both a contrastive study and classroom experience, with the needs of Brazilian teachers (especially inexperienced ones) in mind. Pronunciation drills are given as samples for prevention and/or correction of the most common pronunciation mistakes, taking into account phonetic and distributional differences. Although the main emphasis is on segmental phonemes in isolation, reference is made to morphophonemics in cases where interference occurs. All examples are given in phonemic transcription as well as in ordinary spelling; relevant phonetic differences are also shown. GC (H)

1124. SOME CASES OF STRUCTURAL INTERFERENCE—A CLASH OF PORTUGUESE AND ENGLISH SYNTACTICAL PATTERNS by F. GOMES DE MATOS, Centro de Lingüística Aplicada, Instituto de Idiomas Yázigi, São Paulo, Brasil, in *Estudos*, 1964, Vol. III, No. 1, pp. 17-23.

In this article I discuss the concept and implications of the term "interference" as seen in the writings of some American linguists such as Weinreich and Lado. There follows forty examples illustrating three types of interference caused by Portuguese constructions in the learning of English by Brazilian students. Two examples of typical structural differences are "Gostamos muito de inglês"—"We like English very much;" "Ela está aqui há três anos"—"She has been here for three years." The examples given are the result of semi-controlled research done in classes taught by the author at the Recife Binational Center during 1963. And, finally, I urge Brazilian teachers to become familiar with the findings of Contrastive Linguistics and to pursue the subject of this article further. FGdeM

1125. TOWARD A METHODS COURSE REQUIREMENT AT THE GRADUATE LEVEL by Francis J. DANNERBECK, Department of Foreign Languages, U. S. Naval Academy, Annapolis, Maryland 21402, in The Modern Language Journal, May 1966, Vol. L, No. 5, pp. 273-274.

In this article I propose that a methods course requirement after some teaching experience could contribute to better foreign language instruction in our schools and colleges. Some topics that I suggest for such a course are: The Nature of Language; Applied Linguistics; Approaches to Teaching Modern Foreign Languages; Teaching Materials; Instructional Media; Culture and Its Teaching; Research and Language Teaching; Professional Orientation; Role of Foreign Languages in General Education; On the Scene Observation; Tests and Measurements. I state that "the individual who has a strong background in one or more foreign languages as well as in the fields of education and psychology is probably best suited to teach this course." I conclude that the graduate methods course "can be a giant step forward in the pursuit of excellent teaching in the modern foreign language classroom." FJD

1126. VALIDITY OF THE CALIFORNIA ACHIEVEMENT AND MENTAL MATURITY TESTS IN PREDICTING SUCCESS IN FIVE DIFFERENT FIRST YEAR HIGH SCHOOL FOREIGN LANGUAGES by John L. BRISTOL, Riverside-Brookfield Township High School, Riverside, Illinois 60546, in Journal of Experimental Education, Spring 1966, Vol. XXXIV, No. 3, pp. 57-61.

In this article, the percentile scores on each subtest of the California Achievement Test, and the IQ scores on each Mental Maturity subtest were correlated against success as defined by student grades in the following five first year high school foreign languages: Spanish, French, German, Latin, and Russian. The study yielded for all foreign languages at least three coefficients of correlation .519, two .550, and one .584. Total Language and Total Achievement subtests had coefficients of correlation of .55 and above with all the first year language courses except Russian, where they were too low to be significant. In summary, Total Achievement and Total Language percentile scores should be .71 or above to predict a C grade or better in Spanish and French; in German, a score of .56 or above; in Latin, a score of .76 and .71 respectively; in Russian, Arithmetic Reasoning and Reading Comprehension percentiles of .86 and .76 respectively are required to predict a C grade or better. Since the sampling used in Russian was extremely small the results should be considered only as guidelines for further study. JLB

1127. BILINGUALISM, AMBILINGUALISM, AND LANGUAGE TEACHING by J. Donald BOWEN, Department of English, University of California, Los Angeles, California 90024, in The Florida FL Reporter, Winter 1965-66, Vol. IV, No. 2, pp. 15, 18.

In this article I suggest that the language teaching profession has considered many of the problems of providing adequate instruction, but has neglected one of considerable importance: the definition of performance standards which have sufficient flexibility to meet the wide variety of needs of students who have an equally wide variety of purposes for learning another language. JDB

1128. LISTENING COMPREHENSION by Wilga M. RIVERS, Department of Modern Languages, Monash University, Clayton, Victoria, Australia, in The Modern Language Journal, April 1966, Vol. L, No. 4, pp. 196-204.

In this article I examine the problems of the language learner who is not sufficiently familiar with the phonological and structural patterning of the language to anticipate word sequences. From information theory I draw guidelines for the teaching of listening comprehension, emphasizing the role of natural linguistic redundancy. I show that the student needs training at two levels: the level of recognition of linguistic patterns and their inter-relationships, and the level of selection of the crucial elements which determine the message, and I discuss suitable exercises for these two levels. For such exercises, I urge authenticity of language material, normal speed of utterance, short segments with attention to length of pauses between segments, and some redundancy of content as well as normal linguistic redundancy. WMR

1129. GERMAN—A CHANGING LANGUAGE by Michael G. CLYNE, German Section, Monash University, Clayton, Victoria, Australia, in Babel, April 1966, Vol. II, No. 1 (New Series), pp. 6-9.

In this article I discuss recent developments in German. Many textbook rules are obsolete, and the gulf between standard and colloquial German is narrowing. The lingual [r], dative nouns without -e, and many loanwords and loan-meanings from English are now accepted. Prepositional phrases often follow participles, infinitives, and separable prefixes. Subjunctive II is replacing subjunctive I in indirect speech, but is otherwise giving way to würde + infinitive. There is a trend towards non-capitalization and splitting compounds by hyphens. New words are coined and existing ones develop different meanings in East and West Germany. The Schriftsprache in Austria and Switzerland is changing less. MGC

1130. FOREIGN LANGUAGE SUMMER CAMPS FOR CHILDREN by Thomas O. BRANDT, The Colorado College, Colorado Springs, Colorado 80903, in The German Quarterly, May 1966, Vol. XXXIX, No. 3. (Originally published in School and Society, October 16, 1965, Vol. XCIII, No. 2264, pp. 372-373.)

In this article I "propose, on a large scale, foreign language camps for children in an attractive setting where one foreign language is spoken exclusively from the very beginning. The person in charge of each FL camp should be an American who has spent a year or more in a foreign country and who is pedagogically skillful and culturally interested, a good sportsman, and a lover of nature. The counselors would be selected foreign students, versatile, interested, and imaginative, who would speak their native tongue at all times. This would provide for a natural setting and a most propitious environment. When foreign students, as beneficiaries of scholarships have no other obligation than the pursuit of their studies they frequently wish to reciprocate for the consideration shown them. The knowledge children could acquire in such FL camps, their sense of achievement and enthusiasm would carry over to the regular school year with more formal studies" and ultimately "contribute greatly to the unburdening of our colleges and universities from elementary foreign language classes...." TOB

1131. MODERN LANGUAGE TEACHING BY TELEVISION by Raymond A. HICKEL, 7, Groupe Ellen Chantraine par 88, Epinal, France. A study commissioned and published by the Council for Cultural Cooperation of the Council of Europe, Strasbourg, France, 1965.

In this book I survey the present position in Europe as regards the principal existing television programmes for language teaching to school children and to adult viewers at home. I commented upon the replies to questionnaires sent to educational authorities, TV organizations and networks, producers and specialists in Educational Television, and professional bodies. I discuss the roles of TV courses and their pedagogical supplements (handbooks, records, etc.). I examine the part played by structural linguistics, situational behaviour, etc. in the conception of TV courses, and discuss the respective impact of pictures and sound. A chapter is devoted to technical, administrative, financial and practical problems, another one to the specific advantages and drawbacks of TV for FL teaching, as compared to other means and other audio-visual aids. The findings of the Seminar held on the subject in London in September, 1964 are to be found in an appendix. RAH

1132. EL TEST DE PREDICCIÓN DE APTITUDES EN EL APRENDIZAJE DE LENGUAS by Julio RICCI, Agrupación por la Formación Integral del Adolescente, Vidal, calle Fco. Aguilar 813, Montevideo, Uruguay, in F.I.D.A., Bulletin 4-5, 1964.

In this study I discuss an article by W. F. Marquardt covering aptitude tests for foreign language students. I maintain that prior to testing any students, it is necessary to determine the various factors which underlie language learning. These factors are: linguistic memory, combinative capacity, ideation, articulatory skill, and understanding power. Potentially, human beings possess these skills in different degrees. I analyze each of these factors and propose the elaboration of tests for each of them. JR

1133. THE FOREIGN LANGUAGE DROPOUTS by Max ZELDNER, William Howard Taft High School, Bronx, New York 10457, in The Modern Language Journal, May 1966, Vol. L, No. 5, pp. 275-280.

In this article I present the vexing problem of the majority of our academic high school students who discontinue the study of their chosen FL after only two or three years. They do so because, they claim—and correctly so—that a four year sequence of a FL is not required for graduation from high school nor for admission to college. And this is taking place at a time when the need for greater competence in foreign languages is vital for our national interest and essential for our international prestige. To remedy this situation, (1) the colleges and universities must require for admission at least four years of one FL; (2) special incentives in the form of foreign travel and prizes to be given to the most outstanding FL students should be offered; (3) free summer institutes should be provided; (4) Federal funds must be used for remedial FL instruction for promising students. MZ

1134. DEVELOPMENT OF A SPANISH LISTENING COMPREHENSION TEST AND EVALUATION OF THE ELEMENTARY SPANISH TELEVISION INSTRUCTION by Nicholas J. ANASTASIOW and Iraida B. ESPINOSA, Palo Alto Unified School District, 25 Churchill, Palo Alto, California, in California Journal of Educational Research, January 1966, Vol. XVII, No. 1, pp. 12-21.

A series of Spanish Listening Comprehension Tests was developed to study the effectiveness of TV on foreign language learning. Each test contains 33 multiple-choice items. The questions and possible answers were given verbally to the children who responded on a four-choice answer sheet. Statistics revealed a .70 Pearson product moment correlation and a split-half reliability coefficient, .82. A series of fifteen minute Spanish Television lessons were shown three times a week in fourteen classrooms and were compared to classes matched on the basis of teacher's Spanish competency (strong teacher, weak teacher, and expert). We found that the addition of TV to the classroom increases student achievement in listening comprehension. The increase is related to the "expertise" of the teacher. In addition, principal support of the program was significantly related to children's achievement in Spanish. NJA, IBE

1135. DIRECT QUESTIONS IN THE TEACHING OF CONVERSATION by J. C. ROMERO, R.Sáenz Peña 1365, Olivos (Buenos Aires), Argentina, in English Language Teaching, January 1966, Vol. XX, No. 2, pp. 109-112.

In this article I state that direct questions can be a very valuable tool in the teaching of conversation if the students are trained to answer them with a short answer followed by a relevant comment: this comment works as a cue for the interlocutor to keep the conversation going. I describe a six-step procedure I use for the teaching of conversation whether in elementary, intermediate, or advanced classes: (1) direct questions, (2) short answers, (3) addition of a relevant comment to the short answer, (4) indirect questions and short answers, (5) remark on the comment added to the short answer, (6) question or remark suggested by the previous remark, and renewal of the cycle. JCR

1136. TEACHING FRENCH PRONUNCIATION TO BEGINNERS by Dora S. BASHOUR, 120 West 70th Street, New York, New York 10023, in The French Review, May 1966, Vol. XXXIX, No. 6, pp. 910-919.

In this article I express skepticism as to the efficiency and psychological validity of the fairly general practice of inundating the beginner with all the sounds of the language in the course of the first dialogue, and then attempting, but only after the "mastery" of this dialogue from the point of view of fluency, articulation and intonation, to correct the bad pronunciation habits inevitably acquired in the process, through exercises on two or three selected sounds each lesson. I propose instead, a successful series of four pre-dialogue units with a preventive rather than a corrective approach to the problem. Each unit provides intensive training on four closely related vowel sounds: discrimination exercises contrasting the French sounds with their English counterparts and with each other; descriptions of the positions of the articulatory organs preparatory to practicing the vowels individually and combined with consonants and pertinent semi-vowels; a conversation composed essentially of lexical and structural items occurring in the early lessons of the regular course text, but using only those sounds drilled so far, and containing built-in intonation and rhythm exercises; over-learning via group and individual repetition, question and answer practice, directed dialogue, pattern drills; taped recordings of all steps for use in the language laboratory. DSB

1137. THE TENTATIVE VERSION OF THE MLA'S OFFICIAL STATEMENT ON LANGUAGE LEARNING by Pierre L. ULLMAN, University of Wisconsin, Milwaukee, Wisconsin 53211, in Hispania, May 1966, Vol. XLIX, No. 2, pp. 298-299.

Because of revisions in the MLA's final version (see MLJ, May 1966, Vol. L, No. 5, pp. 260-263), some of Ullman's critical details are obsolete, but the general criticism still applies. The American Philological Association should have collaborated, and reputable educational psychologists should have been consulted. Each student can have his own most efficient method of learning vocabulary. The "dot method" described by the MLA is only one possibility and its instructions are too rigoristic. Speech coming first for the FL learner is a non sequitur. The Statement encourages guesswork, which, on the contrary, should be discouraged because the average student is incapable of wisely selecting the words he should look up. PLU

1138. FRENCH LITERATURE AND UNDERGRADUATES: TEXTS AND CONTEXTS by Hugh M. DAVIDSON, The Ohio State University, Columbus, Ohio 43210, in The French Review, February 1966, Vol. XXXIX, No. 4, pp. 611-617.

In this article I express the view that as long as we do not stray far from the works and are fully aware of our principles and methods in our varying approaches, many ways of teaching French literature to undergraduates are legitimate. I prefer to emphasize, at first, interpretation and some form of explication, and then, in the Junior and Senior years, a balance of criticism and literary history. But it should be understood that literary study is essentially free; it is not limited to any pedagogical context; and it depends for its vitality on sympathetic insight into the nature and possibilities of literature. HMD (R)

1139. CALIFORNIA'S COMPULSORY FL LAW—THREAT OR PROMISE? by Daniel H. MULLER, University of Wisconsin at Milwaukee, Milwaukee, Wisconsin 53211, in Hispania, May 1965, Vol. XLVIII, No. 2, pp. 331-334.

In this paper I discuss the background of California's controversial legislation making the teaching of foreign languages mandatory in grades 6, 7, and 8. I point out the supporting and opposing forces and discuss the impact of the bill upon both professional language organizations and school administrators. The effects that the mandated program might have upon (1) the total curriculum at the affected grade levels, (2) foreign language programs at the secondary school and college levels, and (3) FLES programs in other parts of the nation are outlined. The possibility of an "all Spanish" program and the difficulties in teacher training and procurement are mentioned. Finally, a prediction regarding the possibilities for success of the program is made. DHM

1140. IS IT TIME TO TAKE STOCK? by J. Michael MOORE, San Diego City Schools, The San Diego City Schools Education Center, 4100 Normal, San Diego, California 92103, in The Modern Language Journal, May 1966, Vol. L, No. 5, pp. 269-272.

In this article I am calling for a re-examination of the FL profession's "professional conscience," based on an opinionnaire pertaining to future activities of one of the country's larger AAT chapters. Although the majority (70% and 68% of those that replied) favored topics related to professional problems such as articulation and methodology, a small minority group dictates a policy contrary to the rightful demands of the membership for authoritative assistance and significant participation. I furthermore point out that if we fail to take action soon, we will be doing a disservice to those who have put faith in their professional group by having joined it. Facing cold realities, foreign languages are no longer riding the crest of the wave in President Johnson's "Great Society Program," which among others, has turned its attention to the culturally disadvantaged. Hence, it may be prudent "to take stock," i.e., close ranks, stop bickering among ourselves, chart a professional cause that would include, among others, vocationally oriented objectives, instead of refined "causeries"; and a thorough re-examination of editorial policies of the nation's professional AAT sponsored journals. JMM

1141. TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND EVALUATION OF FOREIGN LANGUAGE TEACHERS by Robert L. POLITZER, School of Education, Stanford University, Stanford, California 94305, in The Modern Language Journal, May 1966, Vol. L, No. 5, pp. 251-255.

In this article I describe a method of training language teachers in which all the components of the training (culture, language review, applied linguistics, methods) are integrated and applied in periodic practice lessons of about ten minutes each taught by the trainees to small groups of pupils (paid subjects). I further suggest that this practice-centered training be implemented and evaluated by tests which appraise the efficiency of the teacher's classroom performance. I invite the collaboration of teacher training institutes and institutions in research dealing with a practice-centered program of training and evaluation. RLP

1142. INCHING TOWARD A PROFESSION—A PLEA by Stowell C. GODING, Bartlett Hall, University of Massachusetts, Amherst, Massachusetts 01002, in The Modern Language Journal, May 1966, Vol. L, No. 5, pp. 272-273.

In this "plea" I urge a more professional attitude towards the training of foreign language teachers, stating that we are hardly a "profession" when we even imply that the "Qualifications for Secondary School Teachers of Modern Foreign Languages" can be met in four undergraduate years. I urge serious concern over the need for a national organized profession and a minimum of a five-year training program. All of us should work towards a true profession which has enforceable standards and leadership in its own destiny. SCG

1143. MUTE E IN MONOSYLLABLES by Ernest F. HADEN, Batts Hall 315, The University of Texas, Austin, Texas, in The French Review, April 1966, Vol. XXXIX, No. 5, pp. 735-741.

In this article I have applied the notion of the morphophoneme {/ə/} (cf. my "Mute e in French" in Lingua 13.2, 1965) to the monosyllables having phonic shape /Cə/ ce, de, je, le, me, ne, que, se, te —17 morphemes—to resolve problems of elision and non-elision at normal speaking tempo. The following eight phonotactic and/or morphological rules, in order, account for realisations of {/ə/} in pronunciation as /ø/, or /-/ (open transition between consonants), or zero: Rules 1:ə → zero, before a vowel; 2:ə → zero at juncture; 3:ə → zero at tend of word; VCCV; 4: ce que /skø/; 5: je ne /ʒøn/, ce ne /søn/; 6:ə → /ø/ before 'V (non liaison mark); 7:ə → zero or open transition before a word-initial; 8:ə → /ø/ before /rj-, lj-/. Vous ne vous doutez de rien/ vu nvu dute dørj/; on ce lieu /ɔ̃ sø ljø: /. EFH

1144. WRITTEN PRODUCTION TESTS FOR THE AUDIO-LINGUAL CLASSROOM by Paul and Mechthild BIRZNIEKS, 4101 Cathedral Avenue, N. W., Washington, D. C. 20016, in The German Quarterly, May 1966, Vol. XXXIX, No. 3, pp. 358-364.

In this article we present six audio-lingual test items which correspond to six degrees of structural production: (1) reproduction of previously memorized sentences — from the initial dialogue; (2) reproduction of new sentences of the same type — dictated only once, at normal speed; (3) production of new sentences by substitution; (4) production of new sentences by transformation; (5) selective reproduction of familiar sentences — elicited by questions on previously assigned oral material; (6) selective production of new sentences — application of one of four given patterns to a new given content. All questions are spoken in the target language, but no credit is given for listening comprehension. Answers are in writing only because they are much easier to score than recorded answers on tape. PB, MB

1145. AUDIO-VISUAL MATERIALS FOR TEACHING THE SOCIAL AND CULTURAL CONTEXT OF A MODERN FOREIGN LANGUAGE: THEIR BEARING UPON PRE-SERVICE EDUCATION by Howard Lee NOSTRAND, Department of Romance Languages, University of Washington, Seattle, Washington 98105, in The DFL Bulletin, Department of Foreign Languages of the NEA, May 1966, Vol. V, No. 3, pp. 4-6.

After postulating some preliminary assumptions, the article lists main categories of cultural and social patterns, indicating the types of audio-visual teaching materials needed in order to give vivid experience of the selected categories of attitudes and behavior. A revision of the paper, originally presented at MLA Conference 29 in December, 1965, is addressed to a wider readership in the October, 1966 issue of Audio-Visual Instruction, under the title "A Shared Repertory of Audio-Visual Materials for Foreign Languages, Language Arts, and Social Studies?" HLN

1146. FRENCH CURRICULUM: ADVICE FROM COLLEGE TO SCHOOL by Adelbert MASON, George School, Bucks County, Pennsylvania 18940, in *The French Review*, May 1966, Vol. XXXIX, No. 6. pp. 895-898.

Over twenty colleges made recommendations for a secondary school, French curriculum that for a two-year program emphasizes oral-aural practice, fundamentals of grammar, and reading of "simple but unsimplified texts." For third year further emphasis on these essentials plus composition with "direct, uncomplicated treatment in concise, accurate French." Analysis and discussion in French of such works as *L'Etranger*, *L'Apollon de Bellac*, *Huis Clos* might be included. Fourth year requires constant oral use of French, re-emphasis of grammar, study in depth of the novel, comedy, tragedy, and poetry. Avoid surveys of literature; seek rather to develop "têtes bien faites," not "bien pleines." AM

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